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THE HISTORY and the PRESENT STATUS
of the
SUPERVISION OF ENGLISH
in the
SECONDARY SCHOOLS

by

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(A.B.,Boston, 1905; A.M.,Boston, 1923)

A Dissertation

submitted in partial fulfilment of the
requirements for the
degree of Doctor of Philosophy

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PURPOSE OF STUDY.

The Supervision of English in Secondary Schools will be considered here from the point of view that the adolescent is in contact with no more important influence in his development than the training in the vernacular. The largest single factor in secondary education which has potentiality for developing the youth of the land as a cooperating, contributing member of the state and community, of continuing the finest traditions in the family units of these communities, and of storing up interests for genuine happiness and growth exists in the curriculum of English. For every stage of development of the boy and girl, there are in that curriculum the ideals toward an ethical breadth and a spiritual depth that lend meaning to life and its responsibilities. The power and skill in expression- whether that be oral or written - place the youth on cultural, social, and vocational levels, more quickly than any other element that is written into the award at completion of secondary education.

Throughout the length and breadth of the land from thoughtful laymen as well as from members of the profession, are heard questionings and criticisms, of the effectiveness of secondary education in just this practice and training of the individual for membership in this great democracy. If any one part of secondary education is receiving more of this criticism than any other, it is the course of study in English.

Among the suggestions for better education in the interests of making that education a more effective agency in living, and doing, and growing, one will find no theory more often advanced than the right kind of supervision of instruction.

If, then, supervision of instruction is the need of the day for raising the level of instruction and improving the conditions of learning, then the betterment of English instruction calls for just that measure adjudged to be most fitting, most effective, most possible of attainment. Does supervision involve this power of service? What are the theories and practices in secondary school supervision and general supervision that would encourage belief in the efficacy of supervision? And in the field of English in the secondary school, would supervision tend to make the subject a more vital experience in the lives of the adolescent than it is today?

The following study is an attempt to clarify some of the aims of supervision, to evaluate these aims for the field of English instruction in the secondary schools, and to reach some conclusion for supervision in the interests of such an adjustment of the courses of study in English as will serve to bring the subject nearer the ideals of modern and progressive secondary education in our democracy.

PLAN OF STUDY.

The plan for conducting the study has been to examine the literature of recent date in the field of supervision. Several studies of supervision- notably "The Supervision of Instruction" by A. S. Barr and William H. Burton have brought the study to the year 1926. The bibliography here is fully developed for the various elements of supervision. While some of the older authorities have been consulted in this investigation, the majority of the citations come from those who have made studies of this newest theory in the field of improvement of instruction, since the Barr-Burton study. Reports of current meetings bearing on the question to which the writer had access, are here included. Unpublished expressions of certain available authorities were also thought to be worthy of consideration.

Aside from evidence taken from the literature on the subject, the writer sent a questionnaire to secondary school principals and heads of departments with the hope of getting at first hand a cross-section from the country of practices in supervision and attitudes toward supervision. One hundred principals and eighty heads of departments responded. A further attempt was made to get a spontaneous expression from student-bodies who were far enough away from their secondary school experience of English to have acquired a perspective on the subject and who seemed thus to be in a position to make an evaluation of their experience with the subject and with the teaching thereof. Criticism from these students for the improvement of both, was deemed at least significant. Finally,

the experience as a high school teacher of English in a city-school system made the writer feel in some sense doubly interested in the claims and criticisms of supervision in English in the secondary schools.

PRELIMINARY TERMS BEARING ON SUPERVISION.

Few terms in the procedures or history of education have so varied a range of definition as the term supervision. The scale runs from "grim humor" to a content which involves the best in the philosophy of education. The familiar definition contributed by L. D. Coffman - "The Control of Educational Progress through School Supervision"- and quoted by[1] Barr and Burton, "Supervision of Instruction" stands as an indication of one way in which the purpose of supervision was held in its earlier stages. "The business of a supervisor is to cast a genial influence over his schools, but he is not to interfere with the work." Again, "Supervision is the vision in the old and beautiful sense of seeing things invisible." Or, "The supervisor, in relation to the scholarship of his school is as a traveler going into a far country to earn wages and to bring back treasures from its vast stores of wealth. -- In relation to the schools, the supervisor, is as a sea captain of the medieval time upon a chartless sea."

These are definitions which are as little satisfactory to the philosophic educationist of today, as to the practitioner in the school or classroom.

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1. Barr, A.S., and Burton, Wm.H.
"The Supervision of Instruction". New York: D. Appleton
p. 1

The science of education has proceeded and travelled far beyond the halcyon generalizations of "uncharted seas" and "far countries."

Mr. Taylor[1] shows, however, that in practice, there still are types closely fitting these generalizations when he divides supervisors quite as humorously as the above, but far more pertinently, and discusses the supervisor and supervision from the standpoint of that apple, with the worm, at its core. When the worm is important, says Mr. Taylor, we have the realist in supervising as in any other life contact. Again, the Supervisor who sees the apple regardless of the worm all under the glow of fragrant orchard surroundings, fits into romanticism in supervision. That same apple seen turned to sauce- formless and void- is our impressionistic supervisor. When the supervisor sees nothing but the growing size of the worm within the apple, he is the cynic. As for the supervisor, who like any other seer, can effectively and carefully eliminate the worm from the heart of the apple or the procedure, and leave a wholesome element as the residue, he becomes a constructive force in school, as in life.

The definitions, on the whole, however, aim to bring pertinancy, science, philosophy, and definiteness in the concept.

"The four duties- the laying out and prescribing of materials of instruction, the thinking of teachers and teaching

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1. Taylor, Joseph, "Some Desirable Traits of the Supervisor". Educational Administration and Supervision, vol. 9, Jan. 1923, pp. 1-8

in terms of efficiency levels, the use of standarized tests and scales, and the improvement of the teaching act through criticism and instruction- constitute the scope of supervision."[1]

Dr. Dunn[2] holds that "Instructional Supervision -- has the large purpose of improving the quality of instruction, primarily by promoting the professional growth of all teachers, and secondarily and temporarily by correcting deficiencies of teachers in service."

"Any activity that inspires teaching is supervision," (W. T. Knox)[3] while Worth McClure[4] holds that supervision lifts "routine into creative leadership."

One of the ablest supervisors in the field, Miss Mary C. Mellyn, Asst't. Sup't. of Boston Public Schools, at a meeting of Principals and Heads of Departments in Boston (Jan. 18, 1929) held that "Supervision is a release of spiritual energy of the teacher and makes the day's work of constantly expanding activity."[a]

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1. Coffman, L. H. (Quoted by Barr & Burton, op. cit. p. 2)

2. Dunn, Fannie W. -- "What is Instructional Supervision". Proceedings of the N.E.A. vol. 61, 1923, p. 763.

3. Knox, W. T. -- "Teachers Check List for Classroom Visitation". High School Quarterly, vol. 17, No. 2, p. 69-72. Jan. 1929.

4. McClure, Worth, "The Principals Objectives in Supervision" (Am. Ed. Digest, vol. 48, No. 1, Sept. 1928, p. 5

a. See Supplement B.

To further the continuous growth of boys and girls through the improvement of teacher guidance is held to be the chief function in a philosophy of education that predicates pupil growth as the sole aim of education.[1]

If one accepts, however, the basic concept in the terms supervision, it does involve the element of least popularity- its inspectorial function. But here it is the "letter that killeth." In the broadest sense one can accept, the definition by Ayer & Barr[2] when the spirit of the supervisor is attuned to the improvement of all the conditions that make for better learning and better teaching in the schools; "Supervision is a special function devoted to the inspection, direction, and improvement of the educational activities of individuals working at one administrative level, administered by superior officers working at higher administrative levels." (p. 348). One might add the need of "cooperative action" between these various levels and then come to an understanding that justifies the new interest in the most recent of educational theories. The lack of uniformity in the definition or in its scope, has been summarized by Jesse B. Sears[3] - "Supervision has been and is many things, and is cared for in many ways." Yet

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1. Collings, Ellsworth - "School Supervision in Theory and Practice". New York: Thomas Y. Crowell. 1927.

2. Ayer, Fred C., Barr, A.S. - "Organization of Supervision", New York: D. Appleton & Co., 1928. p. 348.

3. Sears, J. B. - "School Survey," Boston: Houghton Mifflin, 1925, p. 368.

one underlying fact remains - supervision of education deals with procedures for the betterment of instruction and through officials with a "super" element to inspire others in the "maintenance of professional illumination, with the faith that those who have the light can see -- and that they will use this light for --- guidance."[1]

A differentiation is made today between the term supervision and administration. The latter, as Prof. Cook[2] points out, is concerned with the "Anatomy of the System" the budgetory control, the technical details, of keeping contacts with the "extra-mural " forces that supply the wherewithal for the functioning of the school system; the latter, supervision, is concerned with the "organic functions" of the school, the personal contacts with the teacher, and the problems of instruction. "School administration is, in fact, a much broader term than school supervision."[3]

Neither the above definitions of supervision nor its differentiation from administration, is given with any thought that a specific difference has been established. For no such clear-cut conception of the duties or functions of supervision can be found either in theory or in practice. One or two instances of this lack of uniformity in the situation will explain this contention.

Bobbitt, Franklin, p. 246 -"Educational Supervision" "First Year Book, Nat'l. Conference on Educational Method - New York: Teachers College, Columbia University, 1928

2. Cook, Wm. A. "What is Effective Supervision". Journal Educational Method, March 1927, vol. 6, No. 7, p. 288-290

3. Ayer & Barr, op. cit. p. 348

The Journal of Educational Method for June 1926 published a roster of "Supervisors." There appear in the list 702 names. Of these, 125 bear the titles "Directors," "Assistant Superintendents," or "Supervisors of Primary Grades." The term "Superintendent" or "Assistant Superintendent" appears 113 times. Definite assignments of some officer of the above titles to the elementary schools are held by 147; intermediate education has 47; Seventy-two hold supervisory positions in the kindergarten. The smallest number that stands squarely for high school supervision appears in the list - a total, indeed, of just 12. This makes the count 516 out of the 702. Of the remaining number,28 have mixed titles of Kindergarten - and Elementary, or Kindergarten and Primary duties of supervision. Thirty-three are directors of "Special classes" which include evening school supervision, the physically disabled, adult classes,etc.

The lack of uniformity in naming these officials is, perhaps, the least important item of consideration, but it is significant as an undoubted concomitant of the lack in uniformity of procedures. In the present investigation it is, however, especially pertinent as showing the very recent rise of supervision in the secondary school. Although the intermediate school is the latest development in our educational system, it has drawn subject and general supervision to itself to a far greater extent than the straight high school, for example. What significance the number of supervisors may have to the general efficiency of the school type, it is hard to say. But that our elementary schools have, by and large,

stepped into progressive theories and practices to a far greater extent than our secondary schools have done, is no educational secret. That much of this may have been brought about by able, sympathetic, cooperative supervision may not be an unwarranted assumption.

PART I. THE SECONDARY SCHOOL

and

SUPERVISION.

HISTORY OF SUPERVISION.

But if the term is still in the making and the scope and methods uncertain, supervision has, none the less, a long and honorable history. Supervision is not occupying the educational stage without a background worthy of mention.

Mr. Benj. R. Showalter[1] of the Flatbush Training School, New York, in a preliminary study of supervision based on data from the "Annals of the American Institute of Instruction" from 1828 to 1870, the "Proceedings of the National Education Association" from its founding until 1915 and the first series of the "Connecticut Common School Journal" from 1839 to 1844 gives a chronological resumé that casts much light on the development, the changing concepts, and the varying practices of supervision as it gradually forced its ways to the present stage of recognition. "Literally speaking, supervision of instruction began when the first assistant teacher was appointed with the consequent division of labor." Naturally, this came about most rapidly in the larger cities. By the late '30's, Buffalo, Providence, and Boston had appointed superintendents for their school systems. A very sincere and definite type of supervision is given in the "Connecticut Common School Journal for 1840 - (pp. 30-31) of the little town of Berlin in Connecticut. Here Mrs. Emma Hart Willard was "appointed to superintend the schools" of the third district of Berlin. During her

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1. Showalter, Benj. R.-- "The Development of Supervision of Instruction", Ed. Am. and Sup., vol. 10 No. 3 - Nov. 1924, p. 481-494

connection, many improvements in the teaching as in the curriculum were instituted. New methods in teaching reading and language were effected; written spelling was substituted for oral work, and formal grammar was reduced in favor of oral and written language work. The interesting feature of her report to the secretary of the state board of Education brings out the manifold modern concepts of a broad-visioned supervisor. Mrs. Willard conducted, we are told, a normal class which was attended by the assistant teachers and others. She made "stated visits of one whole day in each fortnight" at which time she evidently gave demonstration lessons- "oral instruction to the schools." At other "stated meetings" held in her home and attended by the teachers and their assistants, she explained and gave in writing the methods worked out for the betterment of instruction.

The "First Year Book of the National Conference on Educational Method" (1928)[1] divides the history of supervision into three stages - 1, Teacher Training, 2, Administrative Supervision, and 3, Subject Supervision.

TEACHER TRAINING.

According to the above survey, the roots of teacher - training for elementary school teachers might be traced to the practices of the Brothers of the Christian Schools in France in 1685. Germany began her training of

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1. "Educational Supervision" First Year Book of the National Conference on Educational Method. New York: Columbia University. 1928.

secondary school teachers in Halle in 1697 by the establishment of an institute for such training by Francke. The study points out that the improvement of instruction was of primary importance in these early supervisory undertakings. Out of this ambition followed by other training schools, came some of the most approved devices of modern supervisory technique; "critical observation of teaching, intervisitation of teachers, lesson planning, and demonstration teaching." While these influences gradually drifted into the United States, a more direct line came from the system of supervisory control of pupil monitors in the monitorial schools introduced into the United States by Lancaster and others from England in the first half of the nineteenth century, and in the practices of pupil-teacher-apprenticeship plan of teacher-training introduced from Holland into England in 1846".[1]

The importance of these early contributions to modern supervision does not lie in their actual influence upon technique; it does, however, bear great importance on the psychology involved. These beginnings helped teachers to accept a supervisory relationship between an officer on a higher administrative level or supervisory level and a subordinate teacher. This cooperative situation is at the bottom of all the progressive steps in the rise of modern supervision.

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1. Ayer, Fred C. "The Rise of Supervision" Educational Supervision. First Year Book. National Conference on Supervision. New York: Teachers College. 1928. p. 6.

The next important step in the teacher-training development comes from the normal school situation. Pestalozzi in Burgdorf and Yverdun in Switzerland influenced the establishment in 1807 of the Prussian normal school system and the organization of the first of the normal schools in Massachusetts (1839) that led the rest of the country in this type of training. There were, it is true, private training schools before the Lexington Academy opened its doors as a public institution for teacher training with one instructor and three pupils. But from 1839 to 1927 this type of public training school has grown steadily until in 1927, the United States Bureau of Education lists 307 of such teacher training institutions.

The present trend in these normal training schools is to extend its work upward and downward. In other words, the movement is in the direction of extending the training in its own field of elementary teaching and to compete with whatever professional courses the colleges are giving in order to prepare teachers for secondary school teaching by granting degrees after four and five year courses within the training school.

The summing up of influences on supervision by these normal schools appears as follows in the First Year Book:

1. The professional treatment of subject matter.
2. The organization of teaching.
3. The wide-spread growth of extension and co-operative activities.

4. The organization of summer school especially devoted to the interests of teachers.

5. The development of special supervisory devices.

ADMINISTRATIVE SUPERVISION.

Administrative supervision comes nearer our concept of the supervisory function as we know it, than teacher-training influence. And rightly so. From general literature where spelling bees and other devices figure for the benefit of the visiting or superintending official to prove to him that the conduct of the school was in capable hands and the student body was in the act of imbibing the right kind of knowledge, to professional literature in the educational field the superintendent looms up as a supervising official. There were two types of this administrative supervision- the town or district wherein the supervision was directed toward its own schools,- and supervision from the outside, so to speak, the supervision by an official from the state or county. The early type of this visitation was from both the laity as well as from the clergy, some of whom were granted powers to visit and inspect the schools. With the growth of the system, however, the business of handling the schools became unwieldy and the concentration of powers was begun by the large cities. As previously stated (p.10) by 1837 the larger cities had delegated the power of boards to one - a "Superintendent of Schools." The Supervision of Instruction was one of the major duties of this official; it had been a duty already delegated to one individual even

before a superintendent had been considered. Such titles as "Acting Manager", "A School Clerk", "Acting Visitor" had already become more or less common by 1837. From that date till 1870 there were in the country 29 superintendents. This number more than quadrupled in the next five years; since then, the office[1] of school superintendent has been extended to include some three thousand cities, counting only those of over 2,500 inhabitants.

By 1880 these superintendents found themselves, in their turn, at a loss for time to attend to the work of supervision. The multiplicity of administrative duties, the need of keeping close contact with the machinery, out of which the finances for the system were forthcoming, or as Mr. Butterfield expressed it at the Boston Meeting of the Department of Superintendence (1928) "the need of keeping up with the politicians", crowded the superintendent out of the possibility of any adequate attention to supervision. The general growth of city school population often found the superintendent in charge of more teachers than there were pupils in some other districts. This type of administrative supervision, then, had to be curtailed or delegated.

In most cases where the district passed the 100,000 mark, the city added to its administrative department at least one assistant superintendent, with the tendency to add at least one more for each added 100,000.

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1. Educational Directory, 1927, U.S.Bureau of Educ. Bulletin No. 1 - 1927

The following table is taken from the "Organization of Supervision"[1] and shows the number of assistants for 44 cities of 100,000 or over, for the year 1924.

Number of Cities	Assistant Superintendent per City
9	0
6	1
7	2
12	3
4	4
1	5
3	6
1	7
1	8

Staff numbers assigned to supervision do not play as significant a part as one might judge. For, as it is pointed out by the above authority there is "Apparently little standardization in the assignment of duties to newly created assistant superintendents. The result follows that all kinds of combinations of administrative and supervisory duties are in that office." The assistant superintendent is, therefore, in the main, a sort of liason officer between what is a purely administrative office and what might be a supervisory office. In a city of six assistant superintendents, the assigned duties include charge of certain schools and districts besides these listed below.

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1. Ayer & Barr, op. cit. p. 12

For Assistant Superintendent.

"A". Commercial education
Classes for conservation of eyesight
Lip reading classes
Speech improvement classes
Hospital classes
Sanatorium class
Preventorium class
Music
English
Public Library
Radio
Chairman Committee on Elementary books, musical instrument and eligibility.

"B". Problems relating to supervision
Curriculum revision
Course of study for Teachers College
Kindergartens
Special Classes
Promotional requirements
Improvement courses for teachers
Chairman of Committee on Teachers College Textbooks
School nurses

"C" "Problems of Intermediate school and high school organization
Arithmetic
Spelling and Penmanship
Reading
Educational investigation and measurement
Administration library
Chairman of committee on intermediate school books
Childrens museum

"D" Household science and arts
Industrial and agricultural education
Manual arts
Fine arts
Mechanic arts
Gardening
Junior Red Cross
Safety education
Salesmanship
Thrift

"E" Courses of study in high and intermediate schools
Problems of high and intermediate school organization
Foreign languages
Medical problems-school physicians
Military drill
Open-air classes
Teachers Examinations and certificates
Chairman of Committee on high school books

"F" Americanization
Attendance
Disciplinary day school
Day practical arts classes
Day school for immigrants
Evening schools
Extended use of public schools
Vocational guidance
Employment certificates
Special English classes
Ungraded classes
Summer review and vacation schools
Visual education

The combination[1] of the various duties here needs no comment.

Outside of the superintendent and assistant superintendent, who early made up the administrative department of supervision, there is one officer of older standing who belongs in this division, namely, the supervising principal.

Undoubtedly, wherever a school had more than one teacher, there immediately developed the "head" or "master" or "principal" teacher who was assigned certain supervising duties. While the earliest stage of this official involved genuine supervisory powers, in a curiously short time the official became a purely administrative incumbent. The move to bring back the office of principal to a more highly concentrated supervisory official is among the most recent recommendations in the field of supervision. The accompanying table taken from Ayer and Barr shows the alignment toward a balanced program of supervision and administration

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1. Manual City of Boston, 1928

with some time-allotment for clerical work, community leadership, and professional study. But by and large, the office is still too heavily weighted with the need for teaching in the smaller schools, and administrative duties in the larger schools.[1]

Function	112 Detroit Principals, per cent 1924	43 Seattle Principals, per cent 1920
Administration	51	43
Supervision	36	32
Clerical	10	25
Miscellaneous.....	3	0

SUBJECT SUPERVISION.

Specialized subject supervision is very closely connected with the curriculum changes that were inaugurated during the early 70's. When music, drawing, manual training, and home economics, began crowding the three R's, it was soon found necessary to coordinate efforts and to oversee instruction. Neither the regular teacher, the principal, or the superintendent felt competent to take charge of any or all of these activities. Hence the new subjects became known as "Special Subjects" and were taught either by special teachers or by regular teachers with the assistance and under the general supervision of an expert, who soon came to be known as the "special supervisor."[2] When the procedures in teaching, and the subject matter itself became pressing, the larger cities,

1. Ayer & Barr, op. cit., p. 15
2. Ayer & Barr, op. cit., p. 18

especially, were prompt to appoint a "Supervisor" or "Director" who headed a special administrative department for caring for the needs of the particular subject, its course of study, and its methodology. By 1908 the special subjects so organized and so supervised were music, drawing, penmanship, manual training, sewing, cooking, and physical education.[1]

The following table taken from Ayer & Barr[2] shows the rise in over a decade and a half of the special subject supervisor, in cities of over 100,000.

Table 1.

Subjects	Supervisors or Special Teachers in 1908, per cent	Supervisors in 1913, per cent	Supervisors in 1923, per cent
Physical Education.....	53	81	98
Music.....	93	(?)	93
Art.....	93	(?)	93
Manual Training.....	74	81	88
Home Economics.....	46	67	81
Penmanship.....	27	33	65
Average.....	64	74	86

	Per cent of Time		
Year	10 20 30 40 50 60 70 80 90 100		
1904	58%	14%	28%
1914	54%	15%	31%
1924	50%	16%	34%

1. Jessup, Walter A., "Social Factors Affecting Supervision in the Public Schools of the United States". Columbia University, Ph.D. Thesis, 1911

2. Ayer & Barr, op. cit. p. 19-21

Penmanship, home economics, and physical education lead in the numbers employing special supervisors. The latter subject alone has increased in time allotment from 373 minutes to 773 minutes.[1]

All the special subjects, with the possible exception of penmanship, have not only increased in the number of special supervisors, but have each received a lengthened time allotment. It is not certain that any real relationship exists, however, between the supervision and this time increase or whether both are the natural results of increased social interest in these subjects in the elementary school as well as in the recently developed junior high school movement.

Continuing, however, the consideration of the growth of special supervision, it is to be noted that the elementary school led and continues in this leadership to organize special subject supervision even in the recognized academic subjects. The problem that confronts the elementary school teacher, is, in a measure, that of the secondary school teacher. The emphasis, for the one, may come in content changes; for the other, in the science of teaching and the new psychology of learning, but the fact remains that it is the elementary school which has recognized these needs and has provided help for her teaching staff by the appointment of special supervisors in these subjects. The urge for closer cooperation, sympathy, and understanding between the old unit elementary and the secondary school or between the junior high and the

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1. Ayer & Barr, op. cit. p. 20

senior high has been an added factor in recognizing the worth of special subject supervision.

Apparently no scientific reason exists today for a claim that one subject- new or old- is in need of supervision while another is not in need of special supervision. "As a matter of fact" says Ayer & Barr "every subject logically speaking, from the expert's point of view, has become a special subject. Certainly the old line subjects-- are no less deserving of special supervision than are the newer subjects."[1]

The accompanying table shows the spread of special supervision of academic subjects employed in 1923 in 44 American Cities of over 100,000.

Table 2.

Subjects Supervised	Number of Supervisors
Science	
School Gardens	6
Agriculture	3
Nature Study and School Gardens..	2
Nature Study	2
Nature Study and Geography in Elementary Schools.....	1
Home Gardens	1
School and Home Gardens	1
Elementary Science and Gardens ..	1
Elementary Science	1
Science	1
General Science (and Americanization)	0.5
	19.5

(Ayer & Barr, p. 23)

The rise of so-called departmental supervision cannot be placed with any historic accuracy. When R. J. Rickoff[2]

1. Ayer & Barr, op. cit. p. 23
2. Rickoff, R. J., N. E. A. Proceedings 1884, p. 283.

reported to the National Council in 1884 the desirability of vertical supervision by subject and discussed the presence in the schools of "superintendents of departments"- primary and grammar- and of the various grades, undoubtedly he was speaking of supervision of this type. The discussion of departmental organization as it is known in the secondary school will follow the organization of supervision in high schools. The consideration so far has been the rise of supervision from the civil and religious boards delegated to such duties, to the superintendent, the assistant superintendent, the principal, the special supervisor of special subjects, and the supervisor of departments of various subjects such as science, foreign languages, social studies, mathematics, commercial subjects, and English. Departmental supervision in many places is also maintained for research, special education, and extension services.

THE ORGANIZATION OF SUPERVISION.

Any discussion of the organization of supervision finds itself today hampered by the variety in classification as shown in the previous pages (8-9) of this study, and in the fact that "supervisory organization as a whole--- is characterized by a surprisingly large amount of individual variation. It is impossible at the present time to describe a single city organization which may be said to be typical of the country's current practices."[1] In the present study, the organization is therefore considered from the standpoint

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1. Ayer & Barr, op. cit. p. 83.

of the units that are extra-mural and those that are intra-mural. The former consists of units that are, as the term implies, organized for more than the immediate school. Under this heading we have the units for the state as a whole, the county, and the city-wide supervisor. While it is perfectly true as J. Cace Morrison[1] points out,"no State Education Department could expect to have personnel enough to work directly with the teachers," yet some states do apporach this idea more closely than others. Connecticut in 1924, for example, provided 100 towns with special supervisors who must necessarily come in closer touch with the individual teacher than is perhaps possible in the larger units of supervision involved in such a scheme as is in operation in the state of New York. A summary of this example of state supervision is made by Mr. Morrison[2] who says that the State Department of Education has more than 100 staff members who render field service of the following types:

1. Limited amount of classroom visitation usually made at the request of a local supervisory official.
2. Discussion with local supervisory officers for betterment of the service.
3. Partaking in programs for teachers meetings, in cities, counties, etc.
4. Research or study of specific problems.

In large parts of the south and west, notably Maryland and Utah, the county furnishes the unit of educational and supervisory procedures. Whether the main unit is the state

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1. Morrison, J. Cace, "State Supervision of the Public Schools in New York", Ed. Sup. op. cit. p. 22.

2. Morrison, J. Cace, op. cit. Ed. Sup. p. 32

or county, the larger cities very often have their own highly specialized and highly individualized type of supervisory staff. Baltimore, for example, is as independent of the county scheme, as Boston is of the state system. The plan in Maryland is described as consisting of three state high school supervisors, an Assistant State Superintendent in charge of elementary instruction, and 52 county supervisors of white elementary schools. There are also 19 county supervisors of colored schools, a State Supervisor of Colored Schools, and special supervisors of music, vocational education, and physical education. Each county superintendent organizes his own scheme of supervision.

Alabama, in her projected scheme of supervision[1] has made a clear-cut division between administration and supervision with the aim of the latter to be distinctly the "improvement of instruction." In this state the supervision of instruction since 1919 has become a joint state and county system.

The Wisconsin scheme is interesting from the point of view of its being an example of well organized supervision for a state with a prevailing rural population. Here nearly 150,000 children or 29% are enrolled in 6,517 one teacher-rural schools.[2]

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1. Pearson, Cora C. and Tidwell, R. E., "State Supervision of Elementary Schools as Accomplished Through County Supervision in Alabama." Educational Supervision, op. cit. p. 52-67.

2. Anderson, C. J., "County Supervision in Wisconsin, Ed. Sup. op. cit. p. 68-81.

The state is apportioned among 72 elected county superintendents who have charge of the 7,000 school districts-the unit of education in this state. The county superintendents have the appointing power of supervising teachers for county supervision. The admixture of administration and supervision is a close one in this state. The county superintendent is merely required by law to visit his schools once each year. The pivotal supervisory officer thus becomes the "supervising teacher." These come together with the State Superintendent and his staff at the request of the State Department of Public Instruction during the last week of August of each year. These "supervising teachers" are in touch through the year with two elementary school supervisors who are in turn directly under the state superintendent of schools.

Few city-wide systems of supervision have been so well considered as that of Detroit. A summary of that system will serve as an example of a city unit of supervision.

Mr. Charles L. Spain describes the plan as involving the cooperating personnel "of teachers, principals, district-principals, supervisors, and the Director of the Department of Instructional Research." The fundamental, as well as the special subjects, are supervised in Detroit. The outstanding principle of the Detroit system is the use made of the <u>district-principal</u>. In the first place, he is a principal with a very capable assistant who relieves this district-principal of much administrative detail and sets him free for supervision of instruction in the schools of a unit or district as well as in his own school. When a program is

accepted by principals and district principals submitted by the supervisor, the "initiative then rests with the principals and district principals, for carrying through the procedures. The supervisor acts only on call." Mr. Spain sums up the situation for the system by maintaining that in such a scheme "the supervisor comes to the school as one bringing aid, and the visit is welcomed."[1]

The intra-mural or agents within the school for supervision are again divided into administrative and purely supervisory officials. In an outline on the Organization of Supervision presented by Prof. Jesse B. Davis before the Head Masters and Heads of Departments of the City of Boston in 1928, Prof. Davis presented the following plan:

A. Officers of Administration and Supervision
   The Head Master
B. Assistants in Administration
   1. Office Assistants
   2. Sub-master or principal (vice)
   3. Dean of girls - dean of boys
   4. Director of activities
   5. School visitor
   6. Committees of teachers
C. Assistants in Supervision
   1. Sub-master or vice principal
   2. Heads of departments
   3. Guidance counsellors
   4. Floor masters
   5. Home Room teachers

In this outline, the principal assumes the important place that the modern theory of supervision assigns to him. The Detroit plan, the Wisconsin plan, especially at Madison, have developed this phase of the principal's duties

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1. Spain, Charles L., "The Detroit Plan of Supervision." Educational Supervision, op. cit. p. 82-90

to meet adequately the newer thought that the organization of the school should relieve the principal for a greater supervisory time-scheme than many are inclined to make. Something of this has been given already; more will have to be said of the special situation in the secondary school of the duties of the intra-mural officers of supervision.

Before leaving the phase of organization, it is necessary to give one of the latest summaries of the nomenclature of various types of supervisory organization.[1]

THREE IDEALISTIC TYPES OF SUPERVISION.

Three schematic or idealistic types of organization are given:-

1. The extrinsic-dualistic. Here the teachers are responsible to both supervisors and superintendent of schools. The supervisors and principals are practically independent of one another and work under the common direction of the superintendent of schools.

2. The line-and staff system. This type may be further divided into
   - A. The line and staff organization with special supervision subordinated.
   - B. The non-divisional line and staff organization with a department of special supervision vertically organized.
   - C. The divisional line and staff organization with a department of special supervision vertically organized.

3. The coordinate divisional system. Under this the divisional superintendent is responsible for the activities of the building principal and special supervisors.

Although the extrinsic-dualistic type meets most closely the historical development of supervision, and is

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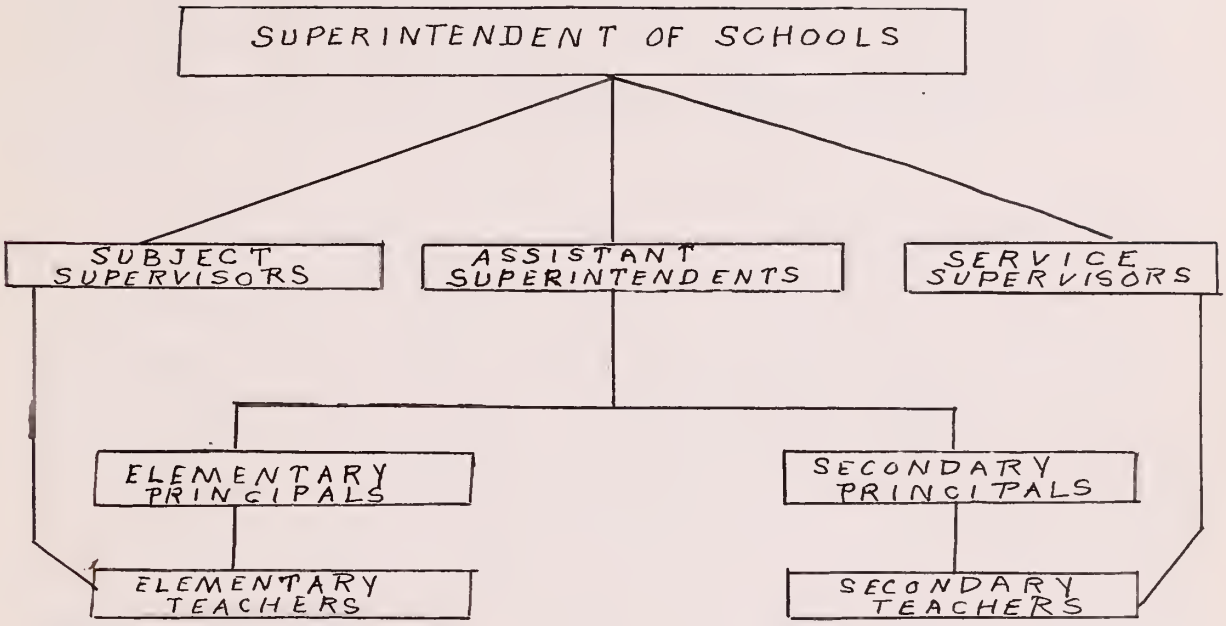
1. Ayer and Barr, op. cit. p. 210

Fig. 1.



THE EXTRINSIC-DUALISTIC TYPE OF SUPERVISORY ORGANIZATION.

(Ayer & Barr, p. 212)

perhaps most commonly used, it does not meet with the present concept of supervision upon which this scheme is really based- that special supervision is not inherent in the educational situation, but is rather an extrinsic outgrowth, a supplementary need.[1] Supervisors in this scheme, it is held, are looked upon mainly "as a necessary evil."

Of the first of the three types of line and staff supervision (taken directly from military terminology)- wherein special supervision is subordinated - the most that can be said for it, has been said by the Chicago Principals' Club.[2]

The statement is there made that the principal is the coordinator of subjects in their relation to the best development of the child; "As such, he must have full supervisory powers; and, again, that "the special supervisor has not the proper perspective to advance the unity of the school." Possibly Ayer and Barr have met these contentions fully when they say that this type of supervision has evolved frequently as a reaction to the dualistic system and has subordinated efficiency to the interests of harmony.

In the <u>non-divisional</u> line and staff organization there are no divisional assistant-superintendents in charge of elementary, intermediate, or senior high-schools. The deputy superintendents are aided, instead, by special departments

1. Of surveys and records
2. Of supervision, etc.

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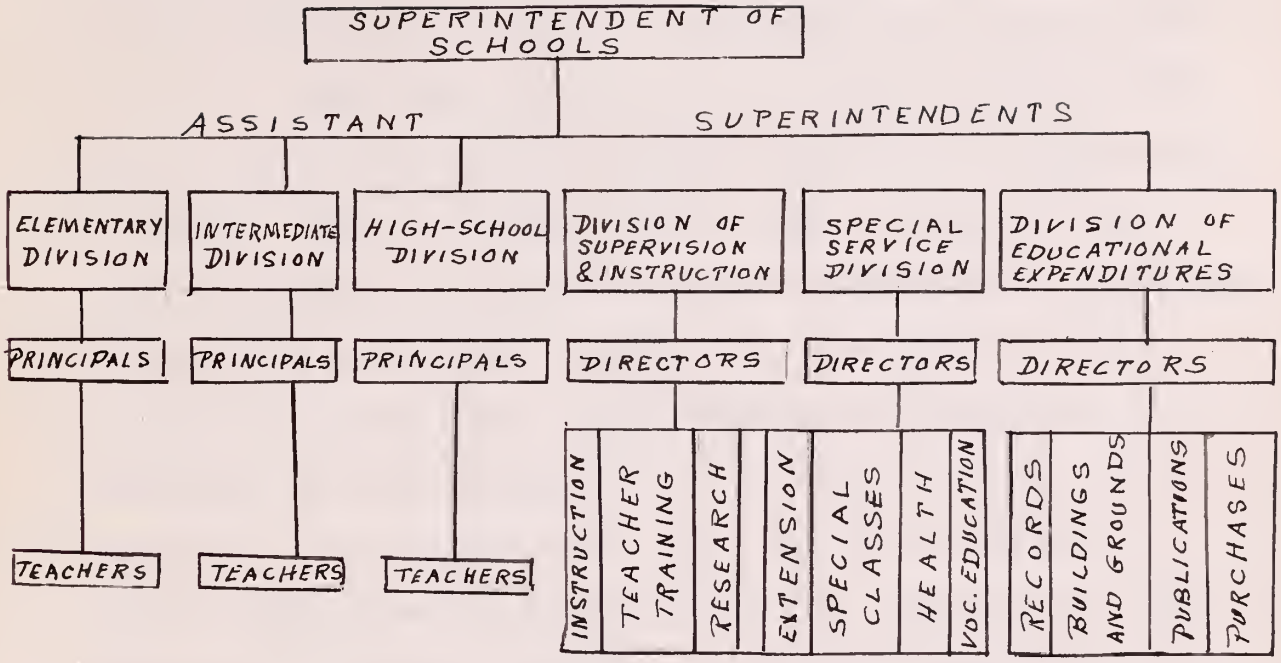
1. Ayer & Barr, op. cit. p. 211

2. "Supervision" report by the Educational Committee, The Chicago Principals Club, Bulletin No. 2, 1927, pp. 24-27

Fig. 2.



THE LINE-AND-STAFF SYSTEM WITH SUPERVISION AS A COORDINATE DIVISIONAL SERVICE.

(Ayer & Barr, p. 220)

3. Of personnel
4. Of educational expenditures and
5. Of special education.

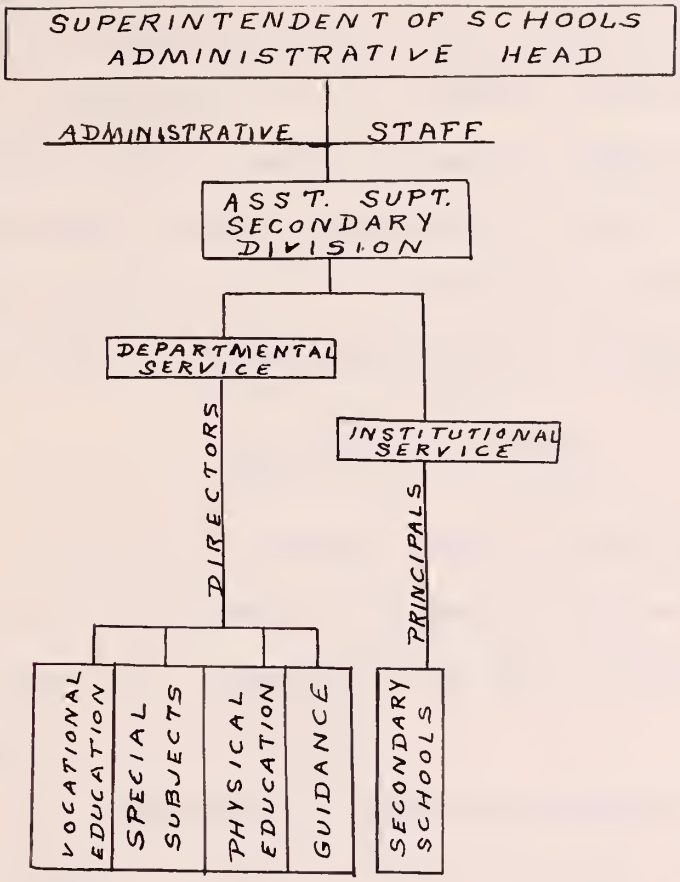
The deputy superintendent becomes, then, the chief factor in coordinating the entire school system.

Although this system has a number of merits and has been considerably discussed, it has no working illustration in practice. It is still accepted, in other words, as good theory in the field of organization of supervision.

The third of the line- and staff organizations has a vertically organized special department of supervision. It differs from the former type in that it has divisional superintendents for the three school departments- elementary, junior, and senior high. Again, the department of supervision is a single unit administered by an assistant superintendent directly responsible to the superintendent of schools. Its especial merit lies in its correlation of special subject matter together with its organization from grade one to twelve. Whether it is wholly possible to maintain administrative equilibrium with such an organization is questioned. Detroit, is, perhaps, the best example of this type of supervision.

In the type of coordinate-divisional-supervisory organization, the duties of supervision and administration are grouped around the two major forms of service- institutional and departmental. A segment from the plan shows this type. The superintendent of schools is the executive head of the entire school program. Over each of five major divisions is placed an assistant superintendent responsible to the superintendent. Within this administrative staff is correl-

Fig. 3



SEGMENT OF ADMINISTRATIVE ORGANIZATION FOR THE COORDINATION AND INTEGRATION OF DEPARTMENTAL AND INSTITUTIONAL SERVICES. (Ayer & Barr, page 226)

ated and integrated the school program as a unit.[1]

The foregoing discussion in regard to the organization of supervisory schemes has been considered a necessary background to the situation in the secondary school. On that account, little has been said of one typical intra-mural unit of supervision found here and there in the elementary departments as an exception to the rule, and in the secondary division as a concomitant to the school- the heads of departments. This office, with a word on faculty committee supervision, together with a fuller evaluation of the principal in the secondary school will be considered in the discussion of the present status of supervision in the secondary school.

THE SECONDARY SCHOOL.

The term secondary school as here applied will include the unit known as the junior high as well as the senior high. Where the term junior is not in use, the substitute term intermediate, will be used.

The Department of Superintendence in its Fifth Year Book[2] defines the junior high as follows: "The junior high school is that portion of the public school system above the sixth grade, including usually the seventh, eighth, and ninth grades, and admitting and making provision for all pupils who are in any respect so mature that they can profit more from

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1. Ayer and Barr, op. cit. p. 227

2. Fifth Year Book. "Junior High School Curriculum." Washington: Department of Superintendents, N.E.A. 1926, p. 14-20

the junior high school environment than they would from continuing in the elementary school. It is neither a sub-secondary school nor vocational or trade school." This definition and the purposes following are made from an analysis of statements by 59 public school administrators and 20 college specialists since 1920.

The purposes as stated by these educators are thus summed up:

1. To meet individual differences
2. Counselling and guidance
3. Prevocational training
4. Meeting needs of early adolescents
5. Bridging the gulf between elementary and secondary divisions
6. Development of qualities of good citizenship
7. Early development of individuality
8. Retention of pupils beyond compulsory school age.
9. Continuation of regular scholastic, or academic training.
10. Rounding out a training for those who would leave early.
11. Enriching the curriculum
12. Effecting economy of time in education and stimulating advancement
13. Beginning definite education for occupational training
14. And giving opportunity for earlier college preparation

Koos points out that insistence on completion of all the work of a grade should not govern promotion in this type of school.[1] The housing equipment of this type of school, too, the writer points out, must meet the purposes of this school in all its phases of exploration and try-out.

Koos, L. V., "The Junior High School". Boston: Ginn & Co., 1927.

In this new school unit, it is maintained, the teacher is fitted for her work in proportion as she senses the growing need of the child and as she has the power to adapt herself to the changing interests and concerns of this period of adolescence.

For back of all this experimentation still lies the hope expressed by Dr. George D. Strayer who said some nine years ago that if he were certain his son would be a lawyer, he would still wish him to know something of carpentry, of automobile repairing, and a number of other activities in order that he might have a "better understanding of and sympathy for the work and ideals of other people."[1]

Such an attainment reaches out into the curriculum, the plant, the corps of teachers, the child, the teaching techniques. On this latter point James V. Glass[2] emphasizes the need for "shifting activity from the teacher to the pupil," the teacher to be an "unobstructing, directive agent."

Where criticism is being levelled at the junior high school it very often resolves itself into some such expression as that of F. C. Landstreet[3] who summarizes his investigation of three hundred and seventy-one freshmen, at Ohio State University in the words, "The fact seems to be that

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1. Quoted by Bruner, Herbert, D., "The Junior High School at Work." New York Teachers College, Columbia University (1925)
2. Glass, James V., "Curriculum Practices in Junior High Schools as Revealed in a Recent Commonwealth Fund Investigation". High School Quarterly: XII-III. No. 23-26, p. 154
3. Landstreet, F.C. "Scholastic Accomplishment of the Junior High School". Journal of Educational Research, Sept.1928 pp. 127-135.

the new school has failed thus far to justify itself in regard to the central objective of education; namely, intellectual cultivation.--- There is reassurance to be found, fortunately, in the broader and richer culture that it affords." The faith in the experiment may yet be justified if the weaknesses are corrected, is the thought. Whether the central point of this criticism is either fair or pertinent, is of minor consideration. That there are criticisms and weaknesses it is unnecessary to deny regardless of one's faith in the new type of school. Merely answering criticism with the findings of those who have conducted the experiment for five years and more would not wholly eradicate the fact that there are in this institution points to be eliminated, procedures that might be modified, or improved. In the present study the criticism is accepted; the needs of correlation and integration of the school unit are acknowledged. The belief in supervision as one of the factors for strengthening the effectiveness of the junior high school in the secondary school division is here the consideration.

SENIOR HIGH SCHOOL UNIT.

In Massachusetts we have sound and picturesque authority for the establishment of secondary as well as of elementary education. The "Old Deluder" Law (Mass. School Law of 1647) cites that one "chief object of that old deluder Satan was to keep men from the knowledge of the scriptures" whereupon the fathers of the Commonwealth took steps "that learning may not be buried in the grave of our

fathers" and ordered "that every Township in this Jurisdiction, after the Lord hath increased them to the number of 50 householders, shall forthwith appoint one within their town to teach all such children as shall resort to him, to write and to read.----- AND IT IS FURTHER ORDERED, that where any town shall increase to the number of 100 families of householders, they shall set up a grammar (i.e.,Latin) school, the master thereof being able to instruct youth so far (i.e.,that) they may be fitted for the university"(Harvard).

Neither of the institutions thus organized would today be recognized by their founders. Yet the breadth of vision that made education a necessity for the colony has kept the later generations to the ideal. We have increased and varied every element that is embodied in the term education, but one inherent principle involved in the Law of 1647 has had a remarkably tenacious existence- the idea that the Latin school or the grammar school, our secondary school, in fact, is created as a college preparatory institution. All secondary schools have either had to accept or compromise or boldly write a new declaration in regard to this principle. It has served, indeed, as a wedge whenever a segment in the growing system of education has been organized. If the parts do not function as smoothly as they might, no little of this is due to the ideals set down for college preparation in 1647. A typical criticism of this situation is voiced in the address at the department of Superintendence meetings held at Washington (1926) by William J. Bogan speaking on "The High School in the Educational System" who said "Our educational system is a huge cave in which the high school is a stalactite made

from the drippings of the college. Below it, but not in plumb line with it is the elementary school- a stalagmite made from the accretions of many kinds." The need of "wiping out the joint" is one of today's most strking problems. And John L. Horn[1] in "The American Public Schools" holds that the "American public schools, after three centuries of growth is complete in form only." The "fusing process" has not thoroughly annealed the "joints." "In organic relations, in sharpness of province, and in distinctiveness of function, these divisions are not yet satisfactorily articulated."[2]

That the adolescent under these circumstances finds himself straggling, out of his element and soon out of the school, is reflected in the words of a recent writer:[3] "It is regrettable --- that we should exalt scholarship above character. This we do every time we lose a high school pupil by reason of our insistence that he adjust himself to the curriculum we have devised rather than by making the effort on our part to retain him through an adaptation of the curriculum to his native ability."[4]

An understanding of the high school situation is necessary as a background for the appreciation of any remedial measure that maybe considered. Any criticisms levelled at

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1. Horn, John Lewis, "The American Public School", New York: Century Co. 1926
2. Horn, op. cit. (p. 108)
3. McDonald, Milo F., "Learning in the High School", New York: Eastern Publishing Co. 1928
4. McDonald, Milo F., op. cit. (p. 14)

secondary education, must recognize the underlying causes that have brought the school to its present development. Here one has to consider amongst other elements the adolescent character of the student body, the changing social order, the teacher, mass attendance, enriched subject matter, the new psychology as a basis for learning, as well as teaching.

THE ADOLESCENT IN THE HIGH SCHOOL.

From Nutt[1] as well as from McDonald[2], the following characteristics of adolescence are taken as pertinent. Three fundamental characteristics are considered herein:

1. Expansion of self-hood. A new sense of power and desire to use that power in the sense of a developing adult. With the assertion of independence of this self-hood is a growing awakening in ideals.

2. New recognition of social values appear. The desire to be recognized, to help, to be helped mark this stage.

3. An emotional instability associated with the development of the sex instinct. Emotions crystallize into sentiments; boys look to their dress; girls drop hoydenish manners.

Aside from these characteristics, adolescence is marked by physical development, mental growth, religious awakening. What makes the stage especially critical to deal with are the latent possibilities that the school and teacher, in connection with other agencies, may arouse. New instincts, guidance of instincts already appearing, the power of suggestion, the general readiness for sacrifice are rocks fraught

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1. Nutt, H. W., "Principles of Teaching High School Pupils." New York: Century Co., 1922

2. McDonald, Milo F., op. cit. (p. 14)

with danger for the pilot as for the simple passenger. More than a hundred years ago a French philosopher, Jacotot, held that the "verbs of teaching govern two accusatives, one of the person and another of the thing,"[1] which is as important a consideration today as it was then.

Herein lie the sources of inspiration as well as the needs for teachers: a knowledge of the pupil, a knowledge of the growing subject matter, and, as a natural result, a knowledge of the best methods for making that subject function in the lives of the pupils. This is one of the new crises in secondary school teaching- the requirement of techniques in teaching, the requirement of learning laws. "Expert familiarity with the nature and needs of youth and the skill to use this knowledge would constitute a truly professional high school teacher."[2]

Secondary education, holds Slaughter,[3] "must, so to speak, be put on its trial, and justify its claims to be a regime suitable for the adolescent needs. The teacher should realize that his responsibility is to the youth and not to any conventional system or set of ideas, and that his work is to be estimated finally in the terms of the human product and not in terms of place or examination lists."[4] This need of under-

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1. Pringle, Ralph W., "Methods with Adolescents." Boston: D. C. Heath, 1927.

2. Pringle, Ralph W. op. cit. p. 15

3. Slaughter, J. W., "The Adolescent." London: George Allan & Unwin.

4. Pringle, op. cit. p. 16

standing sympathetically and scientifically the group and the individual in the high school is brought with new pressure upon today's high school teacher. The old alignment for subject matter which today has to justify a real and worthwhile need of pupil growth to maintain itself in the program - is no longer the alpha and omega of the class-room. The call is becoming insistent today for the placement of the adolescent more nearly within the centre of the learning circle; to adapt methods that will appeal to the whole of the youth; to recognize him as a developing being; to reach his mind through an appeal that is primary and vivid; to consider his memory as being not an independent power or faculty but a power vitally connected with his imagination, his senses, and, indeed, his thought processes. The techniques call for avoiding too long a stretch either on the imagination, the emotions, or the thinking procedures. The method, again, calls for more exercise in organizing knowledge rather than the acceptance in entirety of knowledge already organized. For his adolescence is a time to investigate, to explore, to question. Width, breadth, depth, are essential to a development of his nature as a whole - mentally, spiritually, and intellectually. That the thoughts of youth "are long, long thoughts" are to be recognized in methods and not merely as poetic conceptions. A German mathematician ties up this dependency of the high school teacher's knowledge of pupil psychology and method by saying that only when such a situation is reached will "practical pedagogy become a science; otherwise it will remain an art."[1]

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1. Pringle, op. cit. (p. 78)

More than ever the high school teacher is called upon to differentiate between the teaching act and its psychology and the learning act with its needs. The teacher may have met the needs of her class subject, she may have, even, according to Morrison[1] "utilized the cultural capital of society" and helped the individual to discover both his intellectual, as well as his future vocational interests; and the pursuit of these; she may even have helped in stirring to life right conduct attitudes, and yet not made the learning either a permanent or functional one. To achieve this end, there is the concern for recognition of the right kinds of stimuli; the assimilative bonds, and the reactions that will insure the objectives of the teaching as well as the learning act.

A CHANGING CONCEPT OF THE FUNCTION OF THE SECONDARY SCHOOL.

If the "Cardinal Principles of Secondary Education" have in this connection not been recorded, it is due in a measure to the recognition of changing concepts. One may or may not, go the whole length of certain critics who speak of them as "The Objectives-- a sort of New Year Resolution";[2] "too cloud-like" says Bobbitt,"for guiding practical procedure. They belong to the visionary adolescence of our profession, not to its sober and somewhat disillusioned maturity."[3] The attempt

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1. Morrison, Henry C., "The Practice of Teaching in the Secondary School". Chicago: Univ. of Chicago Press,1926
2. Bode, Boyd H., "Modern Educational Theories". New York: Macmillan, 1927
3. Bobbitt, Franklin, "How to Make a Curriculum". Boston: Houghton, Miflin Co., 1924.

is not to evaluate here any of the above nor to adopt the newer ones of Bobbitt, Dewey, Meriam, Monroe and others, at this point. Yet an indication of the changing conception of secondary education which adds to the difficulties of secondary school results seemed in order.

Few more illuminating statements have been made about the social order and secondary education than were delivered at the 1929 Inglis Lecture at Harvard on Secondary Education and Industrialism by Dr. George Sylvester Counts, Associate Director, International Institute Teachers College, Columbia University, on January 8, 1929. Dr. Counts pointed out that within a span of a generation the secondary school population jumped from 300,000 to 5,000,000, a condition that necessarily made "obsolete" much of the previous ideas of secondary education. Today the high school is the attempt to meet an industrial civilization. New programs, new conditions must be set before the adolescent of this day. The recent attacks at the Boston Meeting of the Department of Superintendence and elsewhere were not minimized, but a philosophy of criticism was developed at this address which was arresting and convincing. The statement that "We are fussing about techniques when we should be wrestling with the problem of life.---- We still educate in an agrarian atmosphere when industrialism is over us "struck the keynote in this Inglis Lecture. If the high schools have something of the "jazz atmosphere" around its program, it is but a reflection of a "jazz and comic supplement age." In proportion to the ideal of our national organization for integration we have the highly complex character of that

organization; this complexity, Dr. Counts brought out, made society like one of its structures- the skyscraper, with "bones of steel and flesh of cement." But every field of such practical endeavor demands fuller educational opportunities. With completer victory over this economic field have come the possibilities for extended use of educational opportunities. Some of the phenomena that brought this situation about are seen in the vital statistics of the last fifty years. Where there were six to a mother, we have three today; had the ratio prevailed as in '76 there would have been 61,000,000 white children (over 16). Instead we had in 1920 - 31,000,000. In other words, where a family had to think of the education of two, it has to think of less than one today. The economic burden is thus in vast measure lifted for the child today. "For good or bad, we are in an industrial society without any possibility of going back to an agrarian regime with its select few" anointed for an education. "The most powerful body to render any service today to the development of this type of civilization is the secondary school. Its effectiveness will come about as we formulate the necessary philosophy of that society and that education. Merely to talk of home membership when there are no 'homes'; or to talk of 'vocational needs', when industry itself is in the throes of change; or to advocate 'worthy use of leisure' when no one knows what constitutes leisure or who is to have it - is futile."

Dr. Counts' presentation was a vivid and convincing summary of the place and needs of our secondary education. The emphasis on the changing character of the civilization whose

products are massed at the school door as never before in the history of mankind was with equal force and more picturesqueness depicted by Dr. William MacAndrew at the Boston meeting of the Department of Superintendence when he visualized the secondary school as "a silk mill into which the times had cast wood pulp and iron scraps." The need, he pointed out, "was to weave the whole into a pattern of usefulness." The high school that is to prepare for such service in a "changing, colorful, complicated day" must consider the needs and ideals of the day." And the "Sixth Year Book" maintains,[1] "If the high school is to educate all, it must ask for what it is educating them." Dr. Counts' point that the secondary school must train for an industrial democracy is one purpose undoubtedly. In an estimation of the place and function of supervision in the work of English in the secondary school, it is not necessary, perhaps, to consider completely and widely the full implication of the function of the secondary school in modern society. To say that it is "to discover and to provide for individual differences and simultaneously to furnish an integrating training that shall make all pupils worthy members of society and of the body politic" is a statement of note.[2] Enough, possibly have been indicated to show the serious need of evaluating anew the elements for bettering the service that the public expects of its "people's college."

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1. "Development of the High School Curriculum". Department of Superintendence, Washington: National Education Association, 1928, p. 51

2. Davis, Prof. Calvin O., School Review, vol, 29; pp. 337-350. (Quoted by Roberts & Draper, p. 9)

With equal sincerity do all of those concerned in the conduct of such schools look for the light to guide them in making that service more genuinely effective than it is, more royally capable of functioning in the interests of the individual in the democratic state.

THE PRINCIPAL IN THE SECONDARY SCHOOL.

In the discussion of "A Philosophy of Supervision" S. A. Courtis[1] opens his remarks with the statement: "The key to the development and maintenance of efficiency in a school system is efficient supervision." A little further, he adds,--- "a school system falls far short of perfection unless the separate elements of worth are welded into a functioning whole by some coordinating, integrating, creating agency. Supervision was devised to meet this need." This is not a lone voice "crying in the wilderness." But the especial point here of these words is to consider their bearing upon those within the high school who traditionally have been more or less charged with some elements of this science and art-supervision. The outstanding official of the secondary school- the traditional high as well as the newer member, the junior high is, as has already been indicated, the principal. He has been termed "the inspiritional leader" as well as the director of the school's activities. The size of the school, obviously, has much to do with the power and actual leadership such an office permits.

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1. Courtis, S. A. "A Philosophy of Supervision". Educational Supervision, op. cit. p. 149

But the place to which such a principal has brought its incumbent is well expressed by Lotus D. Coffman in his introduction to the "Principal as Supervisor."[1] "A high school principal is no longer a mere subordinate or a high-grade manager with a considerable number of clerical duties--leadership is required whether the school be large or small." "Now with the exception of the smaller schools, it is regarded as the professional equal of the superintendency." Roberts and Draper analyzing the duties of the principal hold that they really fall under the three heads: administrative, supervisory, and extra-curricular activities, and list these as his essential qualities, sound scholarship, sound philosophy of secondary education; a strong moral sense, a social and altruistic point of view, executive ability, social adaptability, ability to inspire confidence, ability to carry responsibility, capacity for independent thought, a broad general educational policy, and the habit of hard work. It may not be necessary to point out that few high school principals measure up to the ideals of philosophic educationists, but that such ideals have been formulated and that they are of so high a standard, is inspiring to one who looks upon his office as indeed a public trust. Mr. C. C. Tillinghast's summary is quoted by Roberts and Draper for a full-length statement of what the principal's position involves at its best. Incidentally, it emphasizes

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1. Roberts, Alexander Crippen, and Draper, Edgar Marian "The High School Principal as Administrator." Boston: D. C. Heath & Co., 1927.

bravely the supervisory capacity of the office. "I wish I had known that the greatest mission of a real principal is to improve the quality of instruction through helpful and constructive leadership; that to be a principal one does not need to have a complete knowledge of the content of every subject taught in the high school as much as a clear understanding of the philosophy underlying the educative processes in the secondary field; that this indefinable ability to 'get on' with boys and girls is in reality an understanding of boy and girl psychology, --- and that a principal in fact, as well as in name, is not one at whose autocratic nod teachers and pupils alike hasten to carry out orders, but one, who, with high ideals of service and broad vision, directs and unifies all the agencies and forces of the school."[1]

The following is a table taken from the above authorities[2] to show the supervisory practices of nearly 450 principals. The authors point to the fact that "the development of supervisory practice is probably too recent in point of time and too irregular to permit adequate crystallization of theory into the ordinary routine of the day's work of the principal."

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1. Roberts and Draper, op. cit., p. 9
2. " " " " " p. 33

Table 3.

Time Given to Supervision by Principals of High Schools Varying in Size from 5 to 4000 Students

	5-150 Pupils	150-500 Pupils	500-1000 Pupils	1000-4000 Pupils	Total
One-half	6	16	10	11	43
One-third	9	15	10	1	35
One-fourth	13	40	25	22	100
One-sixth	3	6	7	3	19
One-eighth	13	17	5	7	42
One-tenth	10	7	5	0	22
Very little	16	0	0	0	16
Practically none	19	25	2	0	46
Indefinite	5	0	2	8	15

(Taken from Roberts and Draper, p. 30)

In the questionnaire of the present study involving 100 principals, six did all of the supervising in the school; five did none. The size of the school did not apparently play as great a part as might be expected. The principal as a supervisor has certain advantages over the Special or subject supervisor or any other official with supervisory powers. For he is on the job. In the supervision of the older teachers, for example, the principal seems the logical official to re-inspire, or re-evaluate the teacher's procedures in the interests of improvement. He can soonest grasp the situation that there is marking of time, or that the first flush of enthusiasm has faded. Yet this enthusiasm must irradiate the classroom. Speaking of the Art of Teaching at the Boston meeting (Dept. of Supt.) Prof. Bagley held that the teacher "must approach his work with enthusiasm--- as indeed any artist must, but with this difference" that the teacher cannot throw a sheet over his work as the sculptor can when enthusiasm for his subject has waned. "If you come to school without enthusiasm, create it," was Pres. Harper's injunction according to Prof. Bagley. The principal, with time, and enthusiasm on his

part for the worth of supervision, may be the first member of a supervisory corps who can realize conditions and bring help in a general measure if not with the scientific devices and special appeal of the subject supervisor.

Again, "the new teacher looks for encouragement, at any rate, for a sympathetic direction, to the principal as the very pulse of the machine at which she is working. These new teachers, doubtless, have certain inherent rights to this attention and direction; for under modern high-school conditions it is no easy task to fit oneself into the new environment. In this process of orientation the principal--- carries over the needed curricular developments, student relationships, method --- and the whole spirit and genuis of the school." (Robert and Draper - p. 148.) The present writer feels that this is a sweeping statement of the case. Such may be the powers of the principal in certain schools. Where, however, there is supervision by department heads, much of this routine work of orientation is taken over by that official. Much however, in any case, may of course be done by the principal in his general capacity as leader of the entire school. The principal may make his position approachable and may characterize it by "graciousness" as Asst. Supt. Bessie Bacon of Des Moines said addressing the Elementary Principals at the Meeting of the Department of Superintendence in Cleveland (Feb. 1929) when she maintained that "the first quality I would seek in him is graciousness founded upon understanding, kindliness." This "Principal as a Person" of Supt. Bacon is fitting for secondary schools as for elementary schools; and, if the principal is "able and willing to share the responsibil-

ities and pleasures of school-life with his co-workers," the high school teacher, too, would find herself working in an atmosphere far more congenial than where the division is too sharply drawn. The spirit of adventure which takes interest in new undertakings is, indeed, as desirable, if not more so, in the secondary school than it is even in the elementary school.

Prof. James F. Hosic, speaking at the same occasion made four suggestions on "Democratic Leadership" of the principal: the principal should see that the members of the group are acquainted, that there is cultivated the spirit of mutual good-will and confidence; that the problems set are clearly understood. He should be a skilful chairman in group discussions, and should bring about "a suitable division of labor." Any high school teacher thus supervised in her relationship to her work, her colleagues, her progress, and interests must reflect in her instruction the benefits of such a regime. Mr. Bertram Richardson addressing high school principals on the Duties of the Head Masters was quoted as saying that in Boston "the teaching profession has conceived of the supervision of instruction in the senior high school as a cooperative enterprise," and that "While heads of departments are assumed to have supervision in their special fields, the head master is assumed to have supervision in all fields."

Prof. Jesse B. Davis in the course already mentioned (p. 28) to Boston Secondary School Principals and Heads of Departments (May 10, 1928) held that the principal's administrative duties originated in his need of knowing his school scientifically; that his special supervisory functions

also took root in this need. For unless he knew at first hand all the activities and procedures and adjustment possibilities in his school, there was no hope of genuine progress. It was the principal's ability to check up on methods and devices in practice, to evaluate and to stimulate the working of his corps that made his administration through supervision, intelligent and progressive.

The discussion of the principal as a supervisory official in the secondary school has not been intended here to include the special type known as the "Supervising-principal"- the type in such use, for example, as pertains to the system in Detroit. Where the scheme prevails of assigning for a school district such a principal, then he is provided with sufficient office and teaching and administrative help to release him for definite supervision among his schools. But the rank and file of head masters for the large as well as the small secondary school is compelled so to arrange his day that with the limited force at his command he may nevertheless give a proportionate amount of his time to supervising the activities in his school.

There is, however, no uniformity either in the practice by principals nor their attitude to supervision. There are experimentations going on as the Chicago Principals report,[1] "but no technique has as yet been worked out." They themselves recognize the need of supervision in the school, but they disclaim the responsibility of subject supervision. The

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1. Second Year Book. Chicago: High School Principals' Club. 1927.

principals' obligations, they maintain, are to know in a detailed way the ability of each teacher to deal with educational standing of his school; to evaluate the courses- their general aims, objectives and methods. They should be acquainted with the most recent theories of supervision, and be cognizant of the academic progress of two or three subjects they are interested in. Principals should adopt and abide by a definite program of supervision involving a diagnosis of the situation, formulation of remedial measures, and checking results- until some genuine progress has been accomplished; they must interest heads as well as the best of the teachers in experimentation along lines of improvement in teaching. Furthermore, the principal and head must make a careful analysis of the objectives of the several departments- the curricula, learning outcomes- and tests. Finally, "Principals must carry on a series of faculty meetings with professional evidence on the various courses of the school. In general, this is the principal's function as a supervisor and his knowledge should come, either directly or through able assistants, but his duty never is to supervise subjects."[1]

That there should be supervision and that supervision should result in the improvement of classroom teaching is a point upon which there is general agfeement even in this study which acknowledges that the literature on the whole subject is "scanty."

Just how far the deans and vice principals may assist in the business of supervision, it is difficult to say.

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1. Second Year Book, op. cit. p. 105

If one considers that whatever these two officials do- where they are persona grata- that releases the principal from interviews, discipline, and other routine matters, then indirectly, it can be maintained that they help in the supervision of the principal. In some schools, by an arrangement of the principal or the board, some definite tasks of supervisory instruction are assigned to the vice-principal. That such general practice prevails, however, is not certain. Yet in the junior high, some such division of supervising instruction apparently does occur.

In the present study, Principal Bessie I. Cole of the Theodore Roosevelt Junior High School, San Jose, California, answered the questionnaire submitted in regard to supervision by saying: "The Vice-principal in this school has been supervisor of instruction in different teacher-training institutions and is excellently fitted for class-room supervision. He does a great deal of this work; and in your questionnaire wherever reference is made to supervision of instruction it is to be understood that it is such supervision as the vice-principal does in quite a thorough manner, and as I do, because of my many other duties, in a more or less haphazard manner." An unusually generous statement of the supervision of the vice-principal as well as a frank appraisal of the principal's contribution to the scheme!

Faculty committees are organized in some schools. If these are composed of heads of departments then they are a distinct unit in the supervisory scheme of the school. In the present investigation of the 80 heads of departments

partaking, 53 or 66.25% replied that such a plan prevailed in their respective schools. But no literature is available for a complete statement of the practice.

HEAD OF DEPARTMENT.

The final unit for supervision within the school is the department head. No more controversial official has perhaps come into the school system. His rise is charged to unvarnished favoritism- or to the simple desire of advancing the salary of some teacher. Mr. Roland B. Hutchins in a "Study of the Duties and Responsibilities of Department Heads" at Harvard University (1928) points out: "Heads of Departments came as an outgrowth of the desire of principals and school officials to award favorites within a faculty a larger recompense for services than teachers ordinarily would receive and which otherwise could not be granted without the creation of a new office;" and that the creation of such heads through these doubtful means has had much to do with an idea not yet uprooted that department heads "are empty titles." The opposition from the rank and file of teachers, as well as from principals, in many cases, has not tended to create for the position any generally accepted standards of procedures or organization. Yet the schools themselves for over fifty years have accepted, for the senior high, the departmentalization of instruction. The junior high, too, has closely followed this in its procedure. Out of this acceptance has arisen a variety of causes for continuing the existence, and, indeed, for spreading the practice of maintain-

ing department heads. The need for closer articulation of the two school units in secondary work, the integration of courses of study, the differentation of pupil levels, and need for cooperation in curricular construction are among the most pertinent causes as given by Mr. Hutchins. That the department heads vary in their teaching loads, in their supervisory duties, and in their activities is abundantly proven by testimony from varied sources. Although in the larger cities, heads of departments have existed for at least a quarter of a century yet no uniformity in any factor relating to the position is apparent. In the matter of appointment alone the present writer's questionnaire answered by 100 principals shows that:

21 heads of departments are appointed by the principal
11 " " " " " " superintendent
4 " " " " " " an examination
67 by a rating schmeme which included teaching experience, academic training, and professional training. Seven in the group had to take an examination besides submitting to the above qualifications in the rating. (See Chart V)

The head of the department's responsibility, where supervision is a part of her or his duties, varies in accordance with the supervisory system. In Mr. Hutchins' finding, 89.2% did no supervision.

A committee of Boston head masters of secondary schools in 1926 investigated seven large cities in an effort to find out

1. Whether or not they had the rank of Head of Department
2. Who was responsible for supervision
3. Whether such an official did any teaching and how much
4. Whether there was any printed matter to direct supervision.

The results are given in the quoted table from that report.

Table 4.

CITY	DO YOU HAVE HEADS OF DEPTS?	WHO IS RESPONSIBLE FOR SUPERVISION?	DOES THIS PERSON DO ANY TEACHING? HOW MUCH?	ANY PRINTED SUGGESTIONS?
Pittsburgh	No	Principal	None	None
Philadelphia	Yes	Principal Hds. of Depts.	None Smaller teaching assign.	Card
New York	Yes	Principal Hds. of Depts.	None 1-4 periods daily	None
Chicago	No	Principal Chairmen	1 period or none 1-2 periods less than teachers.	None
St. Louis	No	Principal & Subj. supervisor for entire city.	No No	None
Baltimore	Yes	Heads of Depts.	15-18 hours	None
Cleveland	Yes	Principal Hds. of Depts.	None 3/5	None

The committee concluded that "the main responsibility for the improvement of instruction falls on the heads of departments." In the larger schools, "The many and varied duties of administrators and executives have gradually transferred to this rank a constantly increasing responsibility of leadership in this field." That the same cry will come from heads of departments - as has come from the superintendent and the principal, namely, the crowding out of supervision because of an overloaded program- for some have as high as 12,000 pupil hours and a book load to consider that is staggering-

seems not a prophecy but a valid assertion.

In a tabulation of activities relating to supervision and time allotment for organization of the department[1] the significant results appear:

Amount of time Heads of Departments are given for Supervision

	500-1000 Pupils	1000-4000 Pupils	Total
Exclusively	9	9	23
Large amount	3	16	23
Given school time	3	25	29
Very little	28	24	73
None	24	5	166

In a recent study of the duties and procedures of Heads of Departments, the following is the questionnaire accompanied by excerpts from the summary. This shows how varied are the practices within a school as well as within the city itself, and how great is the tendency for loading department heads with duties far removed from their prime necessity - the supervision of instruction.

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1. Roberts and Draper, op. cit. p. 137

The following are excerpts taken from the findings of the previous report.

Excerpts on Organization.

A. The organization of the department

1. Omitting fractions due in part time teachers in the department the median head has 8 teachers in his department.
(85% were whole time and 15% part time.)

2. The pupil hours vary from 313 to 790. In the same school there was a variation from 313-696. The median head appears to have about 550 pupil hours.---- It is apparent that in the smaller schools the time of the head is devoted to the work of the department entirely, but in the larger schools the administrative duties become more than is possible for one man; a head of department is assigned to such duties for a considerable share of his time.

The summary on the number of classroom visits revealed the lack of definition of what constitutes a "visit." Some considered a five or six minute call a "visit" while others only considered that a visit which was made up of the better part of a period. The number of visits made by the different heads varied from 0 to 125. The head who made 125 visits reported two free periods per week for visitation which presumably meant that she made within the time reported 5 visits per period. In one school the average was 65, while in another the heads averaged 10. A slight relation was considered to exist between the number of pupil hours of the head and the number of visits. Of the sixteen schools reporting, the total number of visits was 2927. The average visit per teacher within a department was 4,

except in the science department where the average visit per teacher was 7.

EXCERPTS ON THE GENERAL REPORT.

1. Some departments meet monthly, some bi-monthly, some on occasion.

   The consensus of opinion seemed to be that the conference- the small group meeting - was more effective than a departmental meeting.

2. The subjects of discussion ranged from minor details to the most important of procedures, such as marking systems, standard subject tests, new courses, progress of class ability grouping, etc.

As for the nature of supervision no uniform practice prevailed. One department head outlined in detail for each teacher the content of each type of lesson to be assigned, varying the content with the needs of the particular type of lesson. This is also followed for examinations.

Another department head reported the correction, occasionally, of a set of themes, now from one teacher now from another, thus checking up the grade of work in the department, Some of the projects reported were:

1. Intervisitation of teachers throughout the department and the building to a limited extent.

2. Character lessons, through Latin.

3. Elective course in French conversation.

4. Construction of new type of examinations in certain subjects.

Some of the suggestions for making the departments more effective included:

1. Head Masters and Heads of departments should be consulted in the appointments to the department.

2. Agreement within the department for standards for minimum essentials.

3. Authoritative statement of duties of heads of departments.

4. At least once a year the teachers of a given subject from both the senior and junior high school should send a delegate from each school to a general conference for the discussion of matters pertaining to the teaching of that particular subject.

A summary from one of the reports as a sample analysis of the job of head of department coming out of the above investigation of departmental organization in the city school system shows the multiplicity of matters that have come to be a part of a head of department's assignment.

1. Planning the department with a view to improvement and unification in the presentation of subject matter required by the course of study.

2. Giving routine suggestions- appointment of committees for examining and recommending texts, reports of progress sheets, etc.

3. Discussion of research problems- careful selection and examination and elimination of subject matter, tabulation of results, direction of further research and collaboration.

4. Studies the needs of pupils and teachers; plan and

direct remedial measures, principles and devices; confer and make constructive suggestions.

5. Keeps in touch with teachers so as to be able to give explicit directions for a substitute in the class.

6. Has care and ordering of some 13,000 books.

7. Has general charge of hall exercises.

8. Has charge of the all school club.

9. Is chairman of publication committee of school paper.

10. Is chairman of publication of Year Book.

11. The working out of certain projects.

No vitally new truths have been brought out by these summaries of departmental heads and their practices. In the main it emphasizes much of the country wide situation. Its significance lies in the showing that the avowed purpose for creating heads of departments, namely,- the supervision of instruction, is lost in the name of details.

Finally, the theory that the head of the department "is the logical supervisory official, and is increasingly essential as the high school grows in numbers"[1] becomes more and more tenuous as the practice increases of crowding the time with teaching hours, pupil hours, administrative, and clerical duties. It is but one more of the indications of the chaotic conditions in supervision in secondary schools.

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1. Roberts and Draper, op. cit. p. 137.

PART II. THE VERNACULAR AND SUPERVISION.

ENGLISH AND ITS PLACE IN THE SECONDARY SCHOOL.

"Many stages separate the birth of English as a vernacular and as a literary language from its acceptance as a subject to be studied in higher schools."[1] Some of those stages hark back to the times when languages were simmering and few knew exactly what would be accepted as English by all England. That dissatisfaction and complaints were not uncommon as far back as the 14th century is obvious from the remarks of John de Trevisa (1326-1412) in his translation of Higden's Polychronicon; "This deterioration of the birth of the tongue is because of two things: one- because children in school, against the usage and custom of all other nations, are compelled to give up their own language and to construe their lessons and exercises in French, and so they have since the Normans came first into England. Also, gentlemen's children are taught to speak French from the time that they are rocked in their cradles-----; and countrymen wish to be like gentlemen and attempt with great effort to speak French, in order to be highly regarded."[2] Trevisa's comments on the situation have an equally modern flavor when he remarks that this practice was altered after the plague, for one John Cornwaile "master of grammar, changed the teaching in grammar school and the translation of French into English----- so that now the year of our Lord 1385---- in all the grammar schools of England,

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1. Uhl, Willis L., "Secondary School Curricula", New York: Macmillen Co., 1927, p. 139.

2. Manly, John Matthews,,p. 71. "English Prose & Poetry".

children give up French and construe and learn in English and have thereby advantage and disadvantage on their side; their advantage is that they learn their grammar in less time than children were accustomed to do; the disadvantage is that now children in grammar schools know no more French than does their left heel; and that is harm for them if they shall pass the sea and travel in strange lands in many other places."

But though 1385 apparently found English common to at least certain grammar schools, yet on the other hand, many higher schools prohibited students from acting in English plays till about the end of the 15th century. The first important text in English composition appeared in 1553.[1]

The American colonies adopted the attitude of the mother-land to its vernacular. The Latin Grammar schools ignored the subject but the "English Grammar Schools" - common in the latter part of the colonial period gave it prominence. A New York school, for example, in 1774 made a statement announcing its purpose in these words: "From an impartial view--- it is presumed, will appear the great utility, if not the absolute necessity of an English grammar school."[2]

Private schools then began to include grammar and rhetoric. The academies made a place for the study, and in 1795 Lindley Murray issued a standard text on grammar; this, with some attention to literature and "declamation", became

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1. Monroe, Walter S. and Weber, Oscar F., "The High School." New York: Doubleday, Doran & Co., 1928, p. 61.

2. Source of Studies in American Colonial Education-- The Private School." University of Illinois, Bul. vol. 25, No. 4 and Bureau of Educ. Research Bulletin No. 28. "Univ. of Illinois"Where Children May Be Taught The Principles of Grammar In Their Own Language" (Monroe & Weber) p. 233

more and more common. The first really prominent place given, however, to the study came in 1821 with the establishment in Boston of the English High School. While it was not required in the classical course, nevertheless, what with reading, grammar, declamation, criticism on English authors, rhetoric, and composition, the subject held a place second to none in the program. In 1828 the Providence High School opened its "female department" with the following courses: reading, writing, grammar, composition, rhetoric, philosophy of rhetoric, and elements of criticism. Apparently in that early day the non-transfer theory had already been adopted; for, in addition to the above subjects there was offered "Improvement of the Mind." The objectives in the English department were thus set forth by the school committee: "In the English department it will be our object to enable the pupils thoroughly to understand the language, to speak and write it with ease, correctness and elegance, and to perceive and discriminate the beauties and defects of whatever they may read."[1]

In 1831 an investigation of 30 cities showed that English held the following places in the curricula of various schools.[2]

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1. Quoted by Monroe & Weber from American Journal 3: 427-429., July 1828.

2. American Annals of Education and Instruction, (Monroe & Weber) 1:119-112, March 1831.

English composition	- 24 schools
Declamation	- 18
English grammar	- 24
" Literature	- 21
" Synonyms	- 5
Etymology	- 8
Reading	- 16
Rhetoric	- 28
Spelling	- 6

The anomaly of calling all this "English" will be considered later in this discussion.

Until, however, the vernacular entered the doors of the colleges it could not be considered of the same rank and value as the other recognized subjects. Its appearance in that field came with the announcement by Princeton in 1819 that English grammar would be called for in its entrance requirements. In 1870 Princeton added English composition to these. Harvard followed in 1874 with a demand also for English composition. The University of Michigan had called for rhetoric in 1873 and added literature and composition in 1878. By 1883 Columbia and Cornell required the last two named subjects. Princeton again came forward and called for English literature. By 1902 the Board of College Entrance Requirements placed on its lists English and American literature naming certain masterpieces in these literatures for special study with composition based thereon. With this date the vernacular may lay claim to complete recognition by the most stalwart of the conservatives. Since then, within certain periods, various changes in the requirements have come about, but the subject has never been crowded out and although it has not the recognized seal of approval that Latin still has in College preparatory schools feeding these colleges under

the College Entrance Requirement Board, yet even in such schools the importance is growing, if not from direct curricular considerations, then from club and dramatic activities of all kinds.

That that recognition has been an unmixed blessing is far from the fact. For, while the secondary school that has no interest in college entrance requirements may go on its way experimenting with pupil interests and take cognizance of new techniques, or of new movements in the various fields, the course or school that has to consider college entrance requirements must fall in line with the requirements set. Little consideration is left for the teacher under this ruling either in her time, her method, her choice of material, or its adaptability to the interest of the adolescent. James F. Hosic, in the report on "The Reorganization of English in Secondary Schools[1] gives the results with vigor and truth....."Therefore," he points out, "the sample questions set high school teachers to work to drill their pupils in the facts likely to be called for-- The whole tradition of method in English is set in the direction of the mere matter of fact, the detritus thrown up by the literary stream and as a result real literary study is driven out and vital composition practice is scarcely attempted. The fact that nobody intended to bring about such results does not minimize their effect." Not even Burke himself would approve of such devotion to his speeches as has forced later generations of school boys and girls to memorize long pages of abstracts and outlines of his

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1. Hosic, James F., "The Reorganization of English in Secondary Schools". U.S.Bureau of Education Bulletin -1917, No. 2, p. 6, Washington: Government Printing Press.

parliamentary reflections!

In 1917 a joint committee composed of the representatives of the National Council of Teachers of English and a committee appointed by the N. E. A. met under the auspices of the Committee for Reorganization of Secondary Education and expressed itself in the following words: "English must be regarded as social in content and social in method of acquirement. The chief function of language is communication. Hence the activities of the English classroom must provide for actual communication. The pupil must speak or write to or for somebody, with a consciously concerned purpose to inform, convince, inspire, entertain. He must read with the confident expectation of being himself informed, persuaded, inspired, or entertained. With this view the course should be made up of expressional and interpretative experiences of the greatest possible social value to the given class, and it should be so administered as to appeal to the members of the class by reason of its social quality and social value. No one has more need to be a close student of contemporary social activities, social movements, and social needs than the teacher of English." The statement closes with the emphatic point that when such a social character of the study is realized then "modern books and periodicals, have a real value and a real significance."[1]

The immediate aims were conceived to be training in the command of the art of communication, and directing the

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1. Hosic, James F. "The Reorganization of English in Secondary Schools," op. cit. p. 127.

reading for appreciation of what is worth while in any type of literature or age. The report should be recognized for its notable stand in making recommendations that brought composition nearer to the interests and experiences of the pupils and provided a choice of literature that used pupils' interests as a basis for study regardless of the classical standing of the work. It did not minimize the value of the classics but held firmly to the point that children's interests, and modern productions were to receive their proper emphasis. Oral expression, too, became recognized as a far more social activity than the more or less artificial courses of elocution or declamation of former days.

College requirements of all kinds- examinations or certification- must have a bearing on the courses of study. Today the colleges themselves are in the process of evaluating the hurdles they set for entrance. That eventually an agreement and an appreciation of the work of each school unit will come about in the interests of cooperation for service in education seems certain. The colleges have made and undoubtedly will continue, to make their contribution to setting standards and unifying subject matter. But when it interferes with experimenting in the needed fields of study - the child, the school, the subject, the methods, then the danger is obvious. At present, the junior high school is fighting for that recognition to its inalienable "rights to life, liberty and the pursuit of happiness" within its curriculum. That much progress has been made in the contention that the junior high

must be left to experiment, to explore, to develop initiative in its own way is true; that the college "should keep its hands off" has not, however, been fully recognized, is equally true. At the thirty-fourth annual meeting of the Harvard Teachers Association, Prof. Jesse B. Davis pointed out that any satisfactory adjustment between the colleges and the secondary schools must come from the recognition of the new trend in secondary education. As Aubrey H. Douglass also indicated at this same meeting devoted to a consideration of "Pressing Problems in the Modern High School",[1] "A larger and larger proportion of the increased enrollment will consist of young people of moderate intellectual abilities, whose parents are engaged in unskilled and skilled occupations."

There is need therefore of this recognition, and, through guidance, as suggested by Prof. Davis, the junior high school must be allowed to carry on its real contribution. "The colleges may make their choice of applicants through records of achievment and tests that they may devise."

No subject in the secondary school is so misleading in its title, content, objectives, procedures, as the term "English." It presupposes a unit course, but of all the studies there is no such reality in the curriculum of English. Charles S. Pendelton[2] considers the subject as divided into six

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1. Davis, Jesse B. and others. "Pressing Problems in the Modern High School." Harvard Teachers Association, March 14, 1925, Cambridge, Mass.

2. Pendelton, Charles S., "Content of High School English" Peabody Journal of Education, vol. 6, No. 4, Jan. 1929- p. 228-245

major fields. In his study of "The Social Objectives of English"[1] made from an investigation of teacher judgments, (272 teachers partaking) of judgments of 100 educators; articles from 11 important publications with their editorial comments for the last five years; relevant material from 67 standard works on education; 118 standard volumes on English or the teaching of English; 49 state or city courses; 62 widely used school texts; the study of 2,759 individuals coming from 99 different communities, brought forth the count of objectives of English to the rather staggering total of 1,581. The huge number of totals in this study is scattered in courses that call for widely varying techniques, content material, drill procedures, etc. To say that it is a science and an art is one way of pointing out the complexity of the subject. But that it is a multiple curriculum with its appreciation needs, its skills, its powers of expression in written and spoken form, its need of mastery of the audible expression as well as the written and spoken forms is readily seen. This situation together with the unusual difficulties in its testing programs make this study the richest and the most perplexing in an estimation of values.

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1. Pendelton, Charles S., "The Social Objectives of School English", Tennessee: George Peabody College for Teachers, 1924.

THE COURSES IN DETAIL.

A general estimate of the curriculum situation may need recapitulation. "The school curriculum exhibits no careful planning, no logical sequence, and no maintenance of standards of achievement," Jesse H. Newlon[1] thereby gives currency to the Carnegie Report that the high school curriculum lacks freedom of experimentation; that it is, indeed, a restricted piece of mechanism in high school organization. The evaluation of any course in the curriculum is to be considered from the standpoint of its worth as adapted to the ages and capabilities of the individual, as well as from the point of view of its social contribution.

No part of the program of studies reacts to the detriment of the adolescent as do unwise restrictions upon the courses of study in the vernacular. A glance at the objectives of each part of the secondary school curriculum in English exhibits the need of readjustments in English in the senior and junior high schools.

Although some of the later writers on English teaching prefer to differentiate the subject according to its uses[2]- e.g. the art with composition, as one of its parts; and grammar as one of the science elements; while others, divide the English curriculum according as it fits into the author's philosophy of the teaching act, it may, nevertheless, be

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1. Newlon, Jesse H., "Standardizing Agencies in Education" School Executive Magazine, Sept. 1928.

2. Note: See "Syllabus of Constructive English Central High School", Omaha, Nebraska as reported by the head of the department, Sarah V. Taylor, Here English is divided into Constructive English, and the Study of Literature. (See Supplementary Material)

slightly more convenient at this stage to take the older alignment of literature, composition, etc. for consideration here. Morrison's[1] division is, however, a highly significant one, and should not be passed over without at least mentioning the plan. According to that author, then, there is the need of placing grammar in the Science Type of work; in the appreciative type- literature should be placed in the same category with religion and all other estimates of what civilization has acquired from the fine arts; usages of English belong to the practical-arts-types. A separate division for a fundamental knowledge of language belongs to the "Language-Arts type." Certain parts of grammar that cannot be learned through the regular learning procedures belong to the pure-practice types of teaching. The learner's technique is distinctly separated here. Only when the learner or "operator" receives stimulation, acquires the power of assimilation, and shows this through a definite reaction has he really learned the whole or any part of the subject matter. On the whole, such a division is important in an evaluation of the courses of study that make up "English"- if for no other purpose than to show the variety or omnibus character of the curriculum in the vernacular.

LITERATURE.

Literature as an abiding element in the curriculum gets

1.Morrison, Henry C., "The Practice of Teaching in the Secondary School." Chicago: University of Chicago Press 1926.

its sanction from the foundations of adolescence in as great a degree as from any other educational, social, or scientific consideration.[1] The experiences in richness and variety offered through the content as well as the beauty of form "leads inevitably to self-revelation and progressive insights. Metaphysically speaking, such experiences expand consciousness." Where the course fails to function in providing this experience for recreating the self through imagination, emotion, and ideals, it is, too often, as Dr. Hosic[2] points out, due to a failure to estimate the real "functional" value of the subject. If it is not performing a "distinctive service from term to term" then with all due respects to us as teachers, we cannot lay the fault to a great people's storehouse of precious inheritance. While there is not the definite immediate goal of an algebraic theorum or even a grammatical rule or adopted usage in language that the literature teacher must bring out, there are, however, elements that call for all the technique in teaching that the colleagues in any other department require. To be alive to the greatness of another's expression of soul, to sense it emotionally and intellectually, to recreate it in the terms of adolescent experience with the persuasiveness that will make the experience count in the adolescent's growing personality, requires craftsmanship that

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1. Murray, Dr. H. A., "Abnormal Psychology". Harvard Crimson, vol. 94-47, Jan. 12, 1929.
2. Hosic, James F. of "The Reorganization of the High School Course in Literature". New York Teachers' College Record, 24:338-343, Sept. 1923

is at once a great science and an illuminating art. As Morrison points out[1] "the appreciation courses depend upon the personality and the qualification of the instructor more than do any others whatsoever." Further, it is essential that a line be drawn between the teaching of literature, and the teaching of any subject with the product to be learned as the immediate objective. "You cannot say to a pupil 'You must admire this work by the end of next week'"[2] without jeopardizing all the good of the work- the content and the teaching.

In "Introductory Studies on Literature"[3] the suggestions are made that when the student grasps what the material is all about, and can follow it step by step, realizing the experience, with the implications involved, through a clear cut idea of the point of view, that then much has been given to the adolescent. The crowning of the gift comes with the enjoyment of the craftsmanship or artistry involved. And when through the understanding and the emotional appeal there comes the setting up of standards for the self-hood, the gift has been of unmeasured good.

A consciousness of the value of literature has brought two dangers that deflect teaching away from the

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1. Morrison, Henry C., op. cit. p. 330
2. Morrison, Henry C., op. cit. p. 322
3. Hosic, J. F. and Hatfield, W. W., "Introductory Studies in Literature". New York: Century Co., 1927.

inherent purpose of serving adolescence with vicarious experience through literature.

1. Its cultural and ethical power has tempted some to make the course one in ethics and formal moral instruction.

2. Its language forms have tempted others to make the study subservient to the science of language.

Prof. Moore's quotation of Arnold's statement[1] that for twenty years he had been inspecting schools for the people and found that "the power of letters never reaches them at all," points out that Arnold, as supervisor, really saw the heart of the trouble to be in this very use or abuse of literature. According to an interpretation of Prof. Moore, the method of digging for sources, for etymological meanings, for grammatic and other language usages was an inheritance from the Romans who took up the great literature of their Greek subjects as works of a foreign tongue and proceeded scientifically to get the meanings out of a strange civilization. But the Greek, to the manner born, of seeing beauty as "a totality, a content of worthy matter and the understanding thereof appreciatively" counted this gift to life as the sufficient reward of literature. That such is at bottom the best service it can give to the adolescent, is becoming more and more emphasized in the best educational viewpoints of the day.

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1. Moore, Ernest Carroll, "What the War Teaches about Education and other Papers and Addresses". New York: Macmillan Co., 1919

"The broad aim of literature is a refining influence through contact with great characters." (McDonald)[1]

"In the utopias of these days (of adolescence) are to be found the essential materials of individual and human advancement---- and ---- seem to warrant our expecting an increased interest in the larger things and affairs of life."[2]

"Those who best understand and appreciate have always found keys for flooding the imagination of youth."[3]

No subject has been more often evaluated. The general place of literature in the secondary school may, however, be summarized in the same way that Sir John Adams[4] has done in his "New Teaching"

1. The formation of a personality fitted for civilized life.

2. The provision of a permanent source of pure and inalienable pleasure.

3. The immediate pleasure of the student in the process of education.

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1. McDonald, Milo F., op. cit.

2. Pringle, op. cit. p. 60

3. Dewey, John "How We Think" - quoted by Pringle- p. 65

4. Adams, John "The New Teaching" - p. 72.
London: Hodder & Stoughton, 1925.

In this discussion there is no desire to give more than a summary statement of the place and function of the English courses. To take the subject of literature alone with its ramifications into all the art forms- novel, essay, short story, poetry, drama- and their purposes, and stages, and authors, would be entirely out of the scope of this investigation. That mention is made thereof is done for the larger purpose of emphasizing the wide scope of the subject matter, and its function in the educational program of adolescence. Throughout, too, comes the need of evaluating the theories that arise for keeping the teaching and the materials of that teaching truly "in the service of youth."

The struggle between that which the race has found of value and that which the adolescent finds of interest- is seen nowhere so clearly as in the study of the various courses of English. To do away with some of the major objections in the classically prescribed curricula, some of the best schools give time and opportunity for "browsing" in the literary field. A recent study,[1] has shown, for one thing, that there is much wisdom and true worth discovered by pupils who are allowed to gauge reading matter offered to them from all sides.

These high school students who made a study and appraisal of some of the leading and most popular magazines

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1. Barnes, H. F. "Are High School Students Qualified to Choose Their Own Reading". School Review - April 1927, pp. 267-274

showed a keen sense of analysis, interests in life, and a wholesome attitude to present day problems. "Highbrow magazines were found not to be so bad and cheap ones were found to be 'very cheap.'" Grammar, on the whole, has been "taken out of Hamlet;" the practice of conducting courses in the history of literature for literature itself, or biographical reading matter for the works of the men and women in our great literature, is also on the wane. The recreation with book-devotion is being substituted for dramatization and in some cases, picturization.

This is true, of course, to a greater extent where curricula are unhampered by college entrance requirements but even here something is being done in response to pupil interests. In such a school, recently, a part of the class divided the Iliad for purposes of picturization: while another took a section for legitimate dramatization and found the old epic as capital fun as Cranford. Nor is the iron-clad[1] book-report as popular today as it was a few years back.

In a report of a freshman class in reading, Miss Snyder found that in general the "strong pupil reads much more than the weak, although this is not an infallible rule." Her table, on the whole, supports the findings of the senior group in Mr. Barnes' study. In many happily located

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1. Snyder, Flora W., "The Passing of the Book Report". English Journal - vol. 17 - No. 1. Jan. 1928.

schools there is opportunity given for furnishing and maintaining an English room[1]- not the regular library but just an attractive place for comfortable reading with a variety in books, and with chairs and tables and illustrative material to make the whole a delightful experience. The reading habit is thus not only started but prospered. Attempts to find out the power in mechanics of reading of high school students are being made; considerations of the "tempo"[2] in which a book is written are at least by individual teachers used to vary the time allowance for reading books. The voice that had been fairly voted out of court in school- reading is again being considered of weight and importance. Assignment techniques with the possibilities for making the work more intelligible and yet more stimulating are coming into certain class rooms even of the senior high.

Table 5.

	BOOKS			POINTS N.B.			QUALITY OF BOOK READ		
Section	Least No. read	Largest No. read	Average No. read	Least NO.	Largest No.	Average No.	Good	Medium	Poor
Strong	3	87	17	10	136	41	144	234	160
Medium	2	22	9	10	65	21	62	130	103
Weak	3	15	7	10	43	20	36	62	21
Total in Sections Pupils				The value of books was indicated by points, ranging from 3 points for Gene Stratton Porter to 10 points for Victor Hugo. (from Miss Snyder's report)					

1. Rasche, Wm. F., "Methods Employed to Stimulate Interests in Reading." School Review - vol. 37, No. 1, Jan. 1929

2. Getchell, Everett L., "Aims in Teaching English, Am. Ed. vol. 31 - No. 9 - May 1928

Purposes in reading are being more clearly defined. That all reading does not serve the same purpose any more than that all our classics can meet the stage of development of the adolescent, is being recognized. That we read for pleasure as well as for intellectual development is no longer wholly kept a secret from the growing boy and girl.[1] The findings along this line of a recent investigation are pertinent for assignments. For in training in comprehension, it was found that extensive reading- reading largely- was as effective as intensive reading. Judging by the demands for more reading matter- (student questionnaire) in this study - the reading apparently is recognized as a value and a pleasure. A knowledge of the pupil population- mental as well as physical- is being supplemented by studies that may bring much light on the problem of literary teaching in secondary schools.[2] Ability grouping that maybe seen here and there as well as enrichment, or acceleration concomitants may help in a final analysis. Irion, finds, for example, literary comprehension correlates with intelligence and with scores in Thorndike-McCall Reading Scales. Perhaps some would stop a little short of the demand that complete intellectual grasp must follow each detail in the literary page. They might even consider an element of comprehension exists when right emotional reactions take place. At any rate a genuine interest in the literature will bring to

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1. Coryell, N. G. "An Evaluation of Extensive and Intensive Teaching Literature". New York Teachers College - Rec. Columbia University - No. 275 - 1927.

2. Irion, Theodore W. H. "Comprehensive Difficulties of Ninth Grade Students in the Study of Literature". New York: Teachers College Rec. Col. U. 1925 (116 p)

the pupil sufficient inspiration to go on further than merely intellectual satisfaction will carry him.

Few schools in the country experiment more widely along literary and English lines as a whole, than the Lincoln school does.

Table 6.

A.

Contemporary book of Distinction	19%
Commonplace adult fiction	10%
"Juvenile's purely	19%
Standard Authors	34%
Juveniles of Distinction	18%

B.

Contemporary Books of Distinction	34%
Commonplace adult fiction	5%
Juveniles of Distinction	2%
Standard Authors	59%

(from Monroe and Weber)

The above tables are taken from a report of unsupervised reading. "A" represents the distribution of junior high, and group "B" of the senior high.[1] That there is much to encourage the belief in the power of adolescents to find appreciation and pleasure of the worth-while, is not the least lesson of value one may find in the examination of the results in reading. The finding of joy in reading, in this school, is conceived to be one of the surest methods of arousing and directing what is best in life. That literature has this power, and that it is the supreme requirement of the teacher of literature to motivate her procedures so as to make her teaching of

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1. Monroe and Weber, op. cit. p. 254

literature a vital force, is at once its challenge and its reward.

"The Passing of the Recitation" is being followed by the passing of much of the old line examinations. Many new type-tests are not only being purchased, but being evolved by committees within the school.

The junior high from its inception recognized that the field of English had many striking opportunities for project work. But the progressive senior high school is also falling into line with such efforts. (See Table 10 in Writer's Study). Merrill Bishop[1] reports a study for early adolescents that has been tried with modifications in the senior high and brought most desirable reactions in reading, appreciations, and critical estimates. In his report, Mr. Bishop ties up literature with all the other arts through the same emotional appeal, and uses the scheme as a more or less full-fledged project to bring the arts together. The particular connecting line is the feeling or emotion expressed in these various ways. The whole proves to be what he calls a "Bibliography of Feelings." But beyond and behind this, the project does give a vivid presentation of the unity of great art. A line or two of it will serve to show the possibilities throughout the secondary school.

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1. Bishop, Merrill "Teaching Literature to Early Adolescents". Am. Ed. Digest, vol. 48, No. 4 - December 1928.

Literary Selection	Author	Painting	Artist	Musical comp.	Composer	Feeling
My Mother	Pierre Loti	my Mother	Whistler	My Mother	Dvorak	
Lochinvar	Scott	The Challenge	Landseer	Anvil Chorus	Verdi or Lizst	

"The New Era"[1] gives interesting creative efforts of which the following by a thirteen year old-one Pat Du Croz-from the Garden School- was not the least worthy.

A Fantasy

"I sat astride a crescent moon,
Low in the starlit sky,
And I heard the clouds roll soft and deep
And the night winds whisper by.

And from my place I saw the earth
Dark in the silent gloom;
And I kept watch o'er the sleepy world,
I and the stars and the moon."

The following instances, too, show something of the infinite variety of projects in the technical or lay meaning of the term that may be found in literature. The Study of Alexander Inglis[2] giving per cent of words of Anglo Saxon, classical, (including French and German elements) and the per cent of words from all other sources, is, with modifications, within the scope of the secondary school.

Again, in Sir Arthur Newbolt's anthology, "The Tide of Time"[3] there are a dozen suggestions for arousing interest in

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1. "The New Era". English number. London: Oct. 1928

2. Inglis, Alexander, "Classical and Native Elements in the English Language" - Classical Journal, vol. 20, No. 9, June 1925.

3. Newbolt, Sir Arthur, "The Tide of Time". London: Thomas Nelson & Sons, Ltd.

poetry reading. In the anthology, the writer used schemes of coupling poetry through the use of the same material, the transference of phrase, of idea, of metre, of stanzaic form, etc. So, too, is Schauffler's anthology with its idea for curing one's ills through the use of "The Poetry Cure" - a suggestive project for the treatment of poetry as an intimate experience.

The junior high has done much to free the senior high from routine procedures in reciting, and formal treatment of subject matter. The eighth or ninth grade pupil who has been encouraged to explore, to use her initiative, to feel free to express herself, to look forward to opportunities in efforts at creativeness, brings something of all this into the senior classroom that does not wholly vanish at the touch of the new environment.

The general point of view of the junior high in its courses in literature is, on the whole, much more clearly determined by a need for serving pupil interests at his stage of development, than it is in the senior high. The choice of reading matter, as well as its method of approach and study, is far freer, less trammelled than it is in the senior department. The broad purposes that reading must give enjoyment as well as information is stressed by this newer educational unit. To grow in attitude, and outlooks; to become more adept in the skill, whether it be for rapid acquisition of information or more leisure enjoyment, is here of more serious moment than it is in schools where college looms nearer. Where in the senior high the artistic value of a work is apt to be stressed, in the junior high the emphasis is more apt to be on the functional

value of literature - its contribution in other words, to effective living. Here as Pringle points out,[1] the best of modern literature should hob-nob with Tales from Herodotus, King Arthur, etc. The "delight in books" is often enhanced in both departments- by hunting up living authors within the community, city or state.

The core of reading in the junior high is more often made to be the present desires and human interests of the pupil rather than a prescribed course handed down from authoritative sources of higher institutions. Hence it is possible to choose reading for some special interest in theme, or ideals, or views of contemporary events of interest, or for some phase of adventure. Where intensive reading is required by certain exigencies of the program in the senior high, the junior high lends itself with its more flexible program to wider, more extensive readings with the possibility of correlating experiences and reading matter to a greater extent than the senior high stops to do. To be sure "a poem as a poem may mean nothing to a boy, the same poem as interpreting heroism, service, ambition, discovery or achievment, may mean much."[1] But that is a theme as applicable to the older as to the younger boy; yet this correlation is often more spontaneously made by the younger than the older pupil. Methods of teaching in the junior high, too, are on the whole more closely tied with

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1. Pringle, op. cit. p. 139

pupil considerations than with text requirements. Hence we find the literature period as well as other periods given over more commonly in the junior than in the senior high, to pupil participation, with less of teacher domination and more of pupil direction; the period is more apt to be used for laboratory and individual assistance, for dramatization, for characterization, etc. than for mass procedures. In the best secondary schools of both types the well-stocked library, the special reading room, the English exhibit, are superseding the text in an estimate of values through literature.

The place of memory work in either school finds some maintaining wisely a "minimum for all" but more credit for additional work. It's an unsettled point. Some of the very students who have objected most to it in the secondary school, have been especially enthusiastic in its praise after their formal school days were over.

The following are a few expressions of senior students' comments on this subject.[1]

"The way memory work is presented is also an ever present curse."

"If a passage is inspiring, I find it more beneficial to search for the real meaning than to commit it to memory."

"Maybe poetry memorizing is necessary to train the memory, but if we find our memories failing, we should take some kind of a course."

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1. Senior Pupils' Expressions: Quoted from Writer's Unpublished Masters thesis, Boston University, 1923, p. 61

"To understand a famous passage is for me better than to repeat it mechanically."

But in the present study came the expression:

"I begrudged the time spent in high school on memory work. Today I find that work a source of daily companionship that is comforting, and revealing. "

That memory work should ever be made to serve as a punishment is possibly the least intelligent way of treating a great possession.

COMPOSITION.

The study of English - in its omnibus sense- has sometimes been considered as a subject that must contribute worthy impressions to the pupils; give opportunities for needy expression; and inculcate such a knowledge of mechanics and technicalities as will ease the process in both. Literature, in all its ramifications, has as its special field the first of these objectives. Composition, in both written and oral form, is controlled by the second requirement, and is governed, in a far-reaching way, by the mastery of the third element.

"Some of our English teaching is -- like figure skating. There is motion but no advance."[1] If this can be brought against any course in English, it undoubtedly can be used against composition with more propriety than possibly against any other "English" course. In "English Evidence"[1] a teacher confesses that he always 'detested English' because it was all

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1. Bracken, Grace, "The Teaching of English in Secondary Schools for Girls." London: University of London Press, 1924.

2. Ward, C. H., "English Evidence", Scot Foresman & Co., 1924 (Essay 130)

so vague. "I never knew what I was to do, nor when I was right or wrong." If he but knew- the teacher herself stands in awe of just this harassing thought. What is the absolute right or wrong? Then comes the call upon authorities, and the appeal to the court of last resort that language is life and therefore must reflect the changes in its practices as well as in its theories. And when some of the most heinous offences that cripple school-ranking are impressively pointed out, there comes evidence to prove that in the world where these boys and girls are so soon to take their place such crimes not infrequently pass for virtues. So there is need for tact, sympathy, understanding, a sense of humor, a critical power, justice, delicacy, and not a little- humility. For, in the face of all we place before the adolescent, there comes, too often, the need for a confession. Setting the goal is one part of the business of life or English; attaining it is quite another matter. There is need of courage and vision to continue the task.

Some teachers prefer courses in grammar and definite technicalities where something concrete can aid the situation; some look for a renewal in inspiration in literature. But from whatever the power to continue the work is derived, the teacher in composition must come to the task with the realization that this work of expression is "a training in veracity- in the quality that must be in every reputable and enduring human performance, namely sincerity.[1] Clear writing is the reflection

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1. Bracken, Grace "The Teaching of English in Secondary Schools for Girls". London: University of London, Press, 1924.

of the power of clear thinking, for language in all its forms is "the universal mode of dealing with experience." Indeed the relation of that experience to ideas and expression are so closely interwoven, that psychologically they are impossible of separation.[1] Henry Van Dyke once said in "A Writer's Request of His Master"[2] "Help me to deal very honestly with words and with people because they are both alive. Show me that as in a river, so in writing, clearness is the best quality, and a little that is pure is worth much that is mixed." It is this service in the training of clear thinking, and clear imagining, that makes of composition- written or oral- one of the greatest contributions that the secondary school is performing for the individual and for society. The skill to plumb the depths of words, the ability to recognize the chameleon power of words to change their meaning with a change in position, constitutes a lure in composition. Composition thus becomes an invaluable opportunity for the exercise of clearness in thought and sincerity in the expression of both thought and emotion.

"Les mots ont une âme. La plupart des lectures, et même des écrivains, ne leur demandent qu'un sens. Il faut trouver cette âme qui apparaît au contact des autre mots.[3]

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1. Judd, Charles H. "Psychology of Secondary Education". Boston: Ginn & Co., 1927, p. 199
2. Webster, Ed. Harlan, "Teaching the Social Value of Clearness". English Journal, vol. 17, No. 2, Feb. 1928
3. De Maupassant (Quoted by Bracken, Grace H.) op. cit. p. 14

It is in this respect for the soul in words, on the one hand, and our happy-go-lucky attitude to them, on the other hand, which may account to a great degree for the kind of experience many report with French students. To quote two only, Rollo W. Brown[1] and Edna Hayes Frost of more recent experience.[2] Of letters written by American to French students the latter says;

"I regret to say that it was not always possible to admire the English, to say nothing of the French, used in the letters from America. My superior said one day, a bit ruefully: 'As if it were not enough for me to correct the English of my pupils, I must also correct that used in letters from the United States'". Again, Mr. Brown found that in a dictation of a brief paragraph of English narration in French schools, and then in good American schools to pupils somewhat older, American boys made eighteen times as many errors as the French boys did. Now that touches one of the vital chords in the work, its marking and ranking. It is as discouraging to the honest teacher as to the honest pupil. Unless the wisdom of the future will succeed in some act yet unattained of inventing an objective test for a thoroughly subjective expression, what the senior said will remain deplorable- but true.

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1. Brown, Rollo W., "How the French Boy Learns to Write". Cambridge: Harvard University Press, 1915.

2. Frost, Edna Hayes, "The Harvard Scholarship in France". Journal of Education, vol. 90, No. 1 - 2, p. 11-13, Jan. 7 & 14, 1929.

"The grading also is not precise-----. For there is almost nothing more disconcerting to a student than to find this year's teacher more exacting than the preceding one and to find that work practically nil the next."[1]

With the more accepted recognition of the place of composition in its capacity as an art for which the teacher must realize the individual's capacity, power for progress, skill in the necessary technicalities, organization of subject for variety in theme as well as form, the course in the junior high at any rate is being considered as preeminently fitted for individual rather than mass instruction. The release of the creative power through composition is a concern of both departments of secondary curriculum. The school periodical, which not infrequently is an inspiration and a reward for outstanding work in the senior high, is being duplicated by the junior high sometimes for the entire school and sometimes as a special class activity.[2] No great dependence has as yet been found on the use of scales in other than the formal English work, but that scales may give an idea at least of what can be expected, is a help not to be minimized. Hence Composition scales are being organized within the school unit, as well as chosen from the accepted scales such as the Harvard Newton scale, etc.[3]

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1. Quoted from Writer's Master's Thesis, op. cit.
2. See Supplementary material for samples.
3. See Appendix for tests used.

The Fifth Year Book[1] points out the need of making composition fit the urge for real expressional demands of the school and of the social world. Emphasis on the aesthetic, or as an opportunity for spiritual revelations, it is held, is a waste of time of the pupil, the teacher, and the school. The present writer would hold that whether such is a complete waste, depends to a great extent upon the teacher, the character of her class, and her knowledge of the individual membership of the class. Within such a situation there may be a spark whose kindling will reward whatever efforts maybe put forth. There is no thought here of any hysterical assumptions that every child should be encouraged to authorship for the general press;[2] judiciously administered, however, even this is not beyond the realm of secondary school English- providing the teacher does know what that world demands and what its procedures are. The real waste that secondary school English in its courses in composition invariably creates, comes in the "ferreting" of errors, of repetition of writing, of finding the trees in a forest whose beauty we pass over, whose possibilities in growth for power and use we ignore. That every teacher should be an English teacher for these technicalities, is an ambition that stirs the English teacher. It is often recommended and

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1. Fifth Year Book. "Junior High School Curriculum". Washington: Dept. of Supt. N. E. A. 1927.

2. "The English Myth" - and Editorial Journal of Education, Feb. 25, 1929

sometimes realized as in Mr. Church's Experiment[1] or in Hosic's Recommendations.[2] Sir John Adams too says "In its 'knife-and-fork aspect' it is the common business of every teacher in school, whatever the subject he is responsible for ..... "All that is really wanted for the non-English teachers is the moral support of respecting these matters and indicating errors by a blue or red pencil mark."[3] The burden of all the work along this line upon the English teacher is gruelling and in many cases absurd. For some of these English teachers are accidents in the department. They have "majored" in German or some other study and are filling in until they may be placed where their greater interests lie. No school, from any angle, should make its English department the sole refining furnace for the vernacular. Perhaps the burden might be lifted somewhat if Mr. Hitchcock's complete DOZEN of hints could be adopted, not excluding the waste basket.

To be sure some of these reommendations have become part and parcel of the major considerations of good sense in evaluating composition work. The publicity of the worth-while, through binders or folders, or bulletins; the choice of subject, making definite the assignment, calling for shorter themes, and refusing to mark the slovenly in form, anticipating errors, and cooperating in the development of the assignment, are today

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1. Church, H. W., "An Experiment in Cooperation in English". J. Sterling Morton, Junior High School, Cicero, Ill.

2. Hosic, James F., "Cooperation of all Departments in the Teaching of English Composition" (Dept. of Superintendence, 1913)

3. Adams, Sir John - "The New Teaching. London: Hodder and Stoughton, 1925, p. 47.

recognized necessities in composition procedures. That we succeed in our judgment of the capacity of the pupil- "the mollusk or the Milton"- that is uncertain. The tendency still is to use the hypothetical standard of perfection, especially, where no standard scales have been either evolved by the department or adopted from the published lists. The personal conference is getting some recognition even where mass instruction in composition is completely the rule.

This difficulty of finding assignments in English composition is one of the most taxing on the ingenuity of both teachers and pupils. The primary urge "the desire to say something;" must be generated; the aim to get some one to listen to it must be a concomitant; and the ability to say it in such a way that this willingness shall also be followed by pleasure to the speaker and auditor are considerations of no little importance.[1] How much of this assignment shall come from life and how much from literature is another moot question. Confessions of students who have had to invent experience make one hesitate- "to write 'little incidents' which I have observed lately! I always hated it, for nothing worthy of a composition had ever happened within the limit of one or two weeks from the date of writing. I had to rely on my imagination. This- a perversion of truth into which I was forced in my zeal for a good mark-"[2] Nor can one always follow

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1. Hitchcock, Alfred, "Bread Loaf Talks on Teaching Composition" New York: Henry Holt & Co., 1927.

2. The Writer's Thesis, op. cit.

the instruction by even so great a craftsman as Prof. Erskine when he counsels that composition should not be "divorced from literature." It is cogent- that the experience derived from an attempt to create in the manner of an original art-form gives that student a power of realization of art as nothing else can give him; for the moment he becomes an artist "striving to express his soul."[1] In the present writer's class this kind of an exercise made one student admit "that never had the text-book or teaching made her understand what 'free verse' was until she had tried to express something in that form." This bring forward the whole philosophy of "learning by doing." But the point here is the need on the part of the teacher for such a knowledge of all that makes up her class- socially, psychologically- that the appeals will be genuine, provocative, urgent, and within the interest and experience of the adolescent involved. Altogether, if adolescence is flooded with a glow whose thoughts and emotions and ideals are new and worthy, and if it is a period of dreams and visions, then the pupil can be led to realize that there is no "breach between action and speech" and that speech is a definite and important kind of behavior."[2] Though the "receptive and apperceptive powers of the mind exceed the powers of expression" yet the desire for expression will be generated if experience is interpreted broadly. If sincerity is the standard, the pupil and teacher will come to an understanding that need not force any issues between truth and effort. Hence, from whatever field the

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1. Erskine, John, "A Practical Way of Teaching English Literature"- Leaflet No. 9. New York: Association of High School Teachers, 1911

2. (Pringle, op. cit. p. 291 - quoting Judd.)

subject is taken, there is need of constant practice in the selection and organization of detail, in guiding the pupil's power of expression and his tendency to keep either within the entrenched vocabulary of the groups or at the other extreme to be gloriously prodigal of the dictionary, flourishing"the vague, the general, and the half-absorbed."

Here the teacher's personality plays an unusually important role. Judgment, informal discussions, and planning make for balance and reasonableness. For both the junior and senior student there lies in such an intimacy, the opportunity for individuality, freedom, spontaneity, and inspiration; for gauging with earnestness and dignity the treatment of language as a revelation of thought, attitudes, acts, and ideals. Vocabulary, sentence-sense, then become tools of thinking, rather than arbitrary requirements of closet pedagogy.

While there are variations in length, frequency, and amount required and standards of ranking, yet, in larger aspects the needs for both senior and junior departments in composition, are strikingly similar. Composition requires a natural, and unforced situation; both experience and reading,[1] are inherently rich for composition possibilities. Activities in clubs, school papers, visits to places of interest, hearing what is worthwhile from men and women recognized as worthwhile, debates, current events, the home, the church, the world of

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1. Erskine, John "A Practical Way of Teaching English Literature". An Address before the Assoc. of High School Teachers. New York City, Feb. 18, 1911.

work and play, all are grist for the mill. System and regularity in the procedures lay a basis for good habits in thinking and in organizing material. Individuality in desires and in ability must be recognized. Pupils should participate in the evaluation and correction of the work. The best should be freely encouraged through "authors readings" and other opportunities for examination of work by classmates. Recognition of any element that is worthy- structure, vocabulary, material, beauty of expression,- should be considered and stressed; these should replace much of the drill on errors. The subject is here of greater moment than the form, yet many adolescents have a genuine sense for form and the necessary direction becomes one of the calls upon teaching. Finally, inspiring, cooperative, stimulating criticism, is called for in composition because, here, too, one is working with the very issues of life.

The suggestions for projects - formal and informal in composition - are increasing in number, scope, and value. Some of the best, especially for the junior high, are to be found in Webster and Smith[1] "Teaching English in Junior High Schools." The wide social interest in biographical writings of the day is made to serve the needs of pupils. Opdycke[2] "In the Service of Youth" is a veritable treasure-house of suggestions. "See Table for list of projects reported).

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1. Webster, Ed. Harlan and Smith, Dora V., "Teaching English in Junior High Schools". New York: Wold Book Co. 1927.

2. Opdycke, John - "In the Service of Youth". New York: Lippincott, 1928.

There is no complete agreement on the value of oral composition in the secondary school. There are some who point out the incongruity of teaching the manner of public speaking by one who never has had the experience of standing up in a group to express herself on any subject. But this does not lessen the value that inherently lies in the possibilities when rightly administered. For one consideration, the voice may here be made to function as it ought in the expression of the individual who is judged by that voice to a greater extent than he perhaps realizes. Again the need of mastery of a subject, its organization, the satisfaction that it is giving to the audience or the dissatisfaction is not left for future cold storage dicta- the adults' peculiar reaction. Criticism is sensed immediately and valued because the group is giving its attention, its appreciation, and its judgment. Poise in maintaining oneself as a social need; its development cannot come too soon. The junior high school sanctioned freely the use of oral composition; it is being recognized, slowly but surely, in the senior department.

TECHNICAL COURSES.

One of the best recommendations of the Fifth[1] and Sixth[2] Year Books- is that which bears upon the separation of the mechanics in English structure from the content or form in both literature and composition. This field of grammar,

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1. Fifth Year Book, op. cit.

2. Sixth Year Book, op. cit. "Senior High School Curriculum." Washington: Dept. of Supt., N.E.A., 1928.

punctuation, spelling, and diction lends itself to drill as a separate part of the day's work. Such a separation makes for both clearness and efficiency.

An interesting chapter in English teaching might be written on the rise and fall of English grammar. From the loftiest pinnacle of importance it was finally stripped to consist only of whatever one considered "functional." Then it was camouflaged; it re-appeared under a variety of guises, but so diluted that it was hard to recognize it as an entity that required clear conceiving and definite application. "Sugar-coating grammar has resulted in a generation of students unfitted for thinking constructive English,"[1] and of three dozen essays on the subject, but one, Prof. Ward found, was opposed to the teaching of grammar. The controversial situation, is, however, about over. The many fine studies of minimum essentials that have been placed before the teaching world, the many calls for a knowledge of the subject matter to guide daily use, and the waste of time in beating around the bush rather than in naming the error, have all tended to usher in "The Return of Grammar." Mr. Pocock[2] perhaps rightly holds that it was its "dowdy Victorian garb" that relegated it to being a "wall-flower" in English studies. "That it is a science ought not to frighten," he holds, "either the teacher or the pupil." To know the grammar horrors- sentence, phrase, and

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1. Ward, "English Evidence".

2. Pocock, Guy M, "The Return of Grammar. London: New Era. Oct. 1928.

word ailments, and to apply the remedy is, after all, the alpha and omega of the subject. If the pupil sees the subject in this light, he finds it one of the genuinely helpgul members of his whole curriculum. But it should be made to stand on its own merits without drawing upon literature or composition time to keep it alive. Drill in grammar rightly motivated has its uses in both parts of the secondary educational regime. Many of the schools throughout the country are engaged in making their own requirements in minimum essentials where they have not adopted recommendations of others. The Wisconsin Teachers of English[1] for example report the minimum requirements for the junior high as follows:

Seventh Grade:
1. Complete subject and verb
2. Simple parts of the sentence
3. Recognition of nouns, pronouns, verb, adjective adverb
4. Number and cases of nouns

Eighth grade:
1. Prepositional phrases
2. Cases of pronouns
3. Principal uses of substantives
4. Complete sentences
5. Fuller treatment of verb, number and agreement with subject

Ninth Grade:
1. Review for fuller and completer mastery of the above
2. Voice and tense of verbs
3. Detailed study of pronoun

Tenth Grade:
1. Review essentials for each year in high school
2. Verbals as substantives and modifiers
3. Verbs with subjunctive meanings
4. Substantives in special uses
5. Pronoun in intensive and reflexive uses

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1. "Minimum Grammar Report of Committee of English Teachers Assoc." English Journal, March 1928

The committee of these teachers recommends

1. that no repetition of work that is mastered shall be had:
2. that individual instruction for errors be given

The foregoing is an example of the way in which grammar is being re-evaluated and the two especial obstacles in its functioning taken out: (1) repetition and (2) the recognition that errors are for individual attention. It is not to be understood that the writer considers such a course as being entirely fitted for all junior highs in whatever locality they may be. The word on curriculum construction, if it maybe anticipated here, will maintain the need of the community as an indispensible consideration in that curriculum. But that teachers are engaged in bringing back the technical and scientific elements of the language to their proper places is of interest and importance. In no advanced considerations of grammar is there the thought of grammar for its own sake, or for discipline, or futurity. Its service in expression, its place in grade and pupil ability, are its main supports for a renewal of its place and importance.

Grammar teaching lends itself to many of the most modern devices in the conduct of the lesson as well as in the motivated drill work. The texts that have come into use within the last few years for individual checking of errors are amongst the most helpful in the English curriculum.

All other details of technical English are in the field today with newer methods in teaching, ideas for motivated drill, recognition of the stage of growth of the pupil and his needs together with material for practice that contain much of

social value, and interest. These technical courses in the Fifth and Sixth Year Book give much material that can be used for diagnosis, testing, and dictation exercises.

In the field of spelling the Fifth Year Book is helpful for "demons" p. 116-117-188). The problem in this subject will always be the selection of words to be taught, as well as the method of teaching it.

Each of the following:-

Part 1 of the 23 Year Book 1924
Part 2 of the 18 Year Book 1919
Part 1 of the 24 Year Book 1925

of the National Soc. for the Study of Education discusses the method of teaching spelling fully.[1]

Here the point is made that economy is the keynote for good methodology; the interest must be maintained in achievement, progress must be seen by the pupil; remedial plans for individual errors must be evolved; and an intelligent testing program should be maintained. Self testing in spelling is conspicuous in all the newer devices for teaching the subject.

A summary of Miss Shepherd's[2] studies - "A Preliminary Experiment in Teaching English Usage" - roughly covers a summary for all the work in the scientific elements of the language. Miss Shepherd's findings are as follows:

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1. National Society for the Study of Education Year Books. Bloomington, Illinois: Public School Publishing Co.

2. Shepherd, Edith, "Preliminary Experiment in Teaching Usage." Studies in Sec. Ed., Chicago: Univ. of Chicago. 1925. pp. 91-108 and School Review, vol. 33, Nov. 1925 - 34. Oct. 1926. pp. 574-586.

1. The Need for individual instruction.
2. Responsibility for these elements rests with all the subjects.
3. Cooperation of other departments essential.
4. Pupils must be made conscious and interested in good English usage.
5. Slovenly work should not be allowed in any department.
6. Grouping is recommended so that progress of the ablest may not be checked or of the weakest be forced.

To enrich the program or to advance the pupil should be of serious consideration.

English in the secondary school, may thus be seen even in this general review of its situation to be an overweighted curriculum- bearing down enormously upon the resources of the school, the pupils, the techniques, the organization for a genuine contribution. The curriculum becomes still more complex when it is considered that these courses are again refined for procedures and content and testing through the needs of differentation in pupil objectives. College preparation is in itself no simple matter when the several requirements of the various groups are considered. The vocational world has for some time had a voice in the supposed benefits to be derived from that kind of English training which would best serve "business" needs. The advanced technical schools have had their influence in courses in English. Compromises with pupil psychology and pupil needs were thus brought about. That these conditions have engendered doubts of their value in the minds of those concerned with the best interests of secondary education in and after school life, is seen in the whole of the discussions carried on about college dictation. It is also

seen in the concern that engineers, as one of the technical professions, are showing over this matter of English. The profession now holds that there "is little to mark off the engineer from other educated men." He needs to be more concerned perhaps with "precision" than "grace", and in the various kinds of writing he has a greater call for expository writing than for the more imaginative efforts in narration, etc. But the "art of persuasion must be as much a part of his equipment as it is of any other educated person." What is said for the engineer: "that a new day will dawn for engineering when it is recognized that it is not enough for the engineer to be highly proficient in his special functions, but that he must have the humanistic backgrounds and the arts of expression which will cause him to be sought after as an associate and team-worker by other groups of men,"[1] is equally true of all the professions and "business" that bring their students into social contacts. This cultural need determines largely "their influence and success." Even more encouraging to the teacher of English than this individual estimate of the value of English for one of the great technical professions is the testimony drawn from some 6,000 graduates of 43 engineering colleges. When these graduates were questioned concerning the value of their cultural studies in the curriculum six out of seven rated them as of sufficient value for the time spent; more than half as of considerable value; and a quarter as

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1. Wickenden, William E., - "The Engineer's Valuation of English". English Journal - vol. 16, No. 6, June 1927, p. 449.

"indispensable". And while 28 per cent followed economic interests after graduation, 25% gave English literature as the typical cultural interest after graduation.

Of the effect of so-called Business English, one English writer contends that it has brought us face to face with the danger "that we may fall into the limbo where Speech is Jargon when it is not Cant..... The world of industry is a part and not the whole of the great world in which education must concern itself. If our English is limited to the sole needs of industry, we shall turn out pupils of little value in the commercial world and of less value in the greater world."[1]

This lack of uniformity as a complicating element in the curriculum of the vernacular is seen not alone in its larger aspects but in its details as well. Courses in English are bound to no requisite apparently except that of the changing officials. In the writer's school alone there came into the Freshman English class a pupil who had had "The Vision of Sir Launfal" five times; and "Lochinvar" four times. Others have had the "Lady of the Lake" three and four times. If, of those who enter the four year high school, one third leave before the second year, one half before the third; and less than one third complete the work, then this repetition or abuse of the English curriculum may be no unrelated condition for such a heavy mortality. In a study of the placement of literary selections in the various grades, Dr. Cavins found

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1. Bracken, op. cit., p. XVII.

that certain poems ranged from the "second grade to the high school and in many cases it extends from the third to the eighth grade." Dr. Cavins'[1] investigation shows that many of the sixty-six poems listed in his table,[2] was considerably changed when an examination for comprehension was held. For example, the poem "A FABLE" is found to extend from grades 2-9. "Landing of the Pilgrims" 5-7; In "School Days" from 3-9 grades, "To a Waterfowl" 5-9; "The Children's Hour" from 3-6, "The Chambered Nautilus" 7-8, "The First Snowfall" 3-7, "Thanatopsis" 6-9. The following table gives the placement when comprehension became the requirement. (See Table 7, p. 109)

While Dr. Cavins' list treats poems mainly for the elementary and junior high school, a similar study would reveal much of this duplication in the senior high if the writer's foregoing example may be taken as an indication.

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1. Cavins, Lorimer Victor "Standardization of American Poetry". Chicago: University of Chicago Press - 1928.

2. Cavins - Table 6, p. 109)

Table 7.

COMPARISON OF GRADES TO WHICH POEMS ARE RECOMMENDED BY TWO INVESTIGATIONS: (1) CHARLESTON, WEST VIRGINIA, (2) MORGANTOWN, MANNINGTON, AND FAIRMONT, WEST VIRGINIA.

	School and Grade	
POEMS	Charleston	Morgantown, Mannington and Fairmont
1. A Fable	IV	IV
2. Landing of the Pilgrims....	V	VI
3. In School Days.....	VI	VII
4. To a Waterfowl	VII	VII
5. Children's Hour.....	VII	VII
6. The Chambered Nautilus.....	VIII	VIII
7. The First Snowfall	VIII	IX
8. Thanatopsis	IX	IX

(from Cavins p.110)

THE TEACHER SITUATION.

The teacher situation in the secondary school is not the least of the complicating elements that affect the teaching of the vernacular in both the senior and the junior high schools.

The certification of teachers throughout the country, the existence of the small high school, the preparation, the assignment to program, the number of subjects taught, tenure and turnover, are a few of the outstanding problems which enter into this situation. Until the end of the colonial period certification of public secondary school teachers was in the hands of the church; and although certain colonies maintained a power of control, this power related rather to the establishment of a school rather than to the certification of its

teaching force. Gradually, the control of the church in this respect was lessened, even when it retained some element of supervision over the school. (Cubberley)[1]

At the beginning of the nineteenth century, states began to provide for the certification of its teachers through its local civil authorities. Yet by 1898 (Cubberley - p.6) only three states had complete control of certification. But by 1925 this number had increased to 30 while 16 other states had part control, or through county authorities really had complete control. This certificate at first constituted a license to teach in any grade for which the candidate was hired. Today, approximately two-thirds of the states require a special certificate for the subject the candidate is engaged to teach.

The following tables (Fitzpatrick and Hutson-p.157-8)[2] show country-wide practice in certification in academic and special subjects.

Table 8.

GENERAL ACADEMIC TRAINING REQUIRED FOR TEACHERS OF ACADEMIC SUBJECTS

EXTENT AND CHARACTER OF TRAINING	Twelve North East-Ern States		Twenty-Two North Central And West-ern States		Twelve Southern States		Forty-Six States	
	1st Ctf.	2nd Ctf.	1st Ctf.	2nd Ctf.	1st Ctf.	2nd Ctf.	1st Ctf.	2nd Ctf.
Graduation from 4-year institution plus 1 year graduate work			1				1	
Graduation from recognized 4-year institution.....	12		19		6		37	
Three years of college work..		1		1		1		3
Two years of college work....		4	1	5	4	2	5	11
Two-year normal course.....			1		1		2	
One year of college work.....					1		1	
Can be secured on examination (Schooling not specified or specified as much below degree requirement).....	1		4		2		7	

1. Cubberley, E. P. "State School Administration". Boston: Houghton Miflin, 1927.
2. Fitzpatrick, Edw. A. and Hutson, Percival W. New York: 1927

The small high school, coming in the wake of increased enrollment and curriculum crowding, forced the teaching of all subjects throughout the entire four years in as many as seven or more subjects. "As teachers had not much academic training beyond the secondary school grade, their instruction was more or less farcical. Teachers of many subjects, they were unprepared in all. They were, in the language of Dean James E. Russell, 'teachers with nothing to teach.'"[1]

The preparation of the secondary school teacher must be considered in its formal aspects of scholarship and professional training, and the subjective aspect, in English especially, of the personality qualifications. To meet this need, for academic training: California, for example, has adopted a full grade-high school license-e.g. five years of study beyond the secondary school. A liberal education, mastery of three subjects, and professional training intimately related to subject matter are being considered the essential scholastic requirements of the secondary school teacher. But the encouragement for the creation of a real profession will come only when, we, too, realize certain aspects of the European situation in regard to the profession- that of Germany, notably. Here conditions of tenure, salary and social appreciation, tend to stabilize the teaching force. The hurried entrance and departure from the ranks which gives our secondary school so huge a turn-over does not characterize secondary education in that country.[2] This

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1. Quoted by Fitzpatrick and Hutson, op. cit. p. 6.

2. " " " " " " " Chapter VI.

per cent of turnover is larger in the small school than in the metropolitan districts. But that in one state alone (Wisconsin) it should reach a total for one year of 48% is at least a significant finding.

The specialized preparation of teachers of English as recommended in "The Reorganization of English in the Secondary School"[1] included

(1) studies in the nature and elements of the various literary types, in addition to a broad reading knowledge of English and American literature,
(2) sufficient training in oral and written composition, including public speaking,
(3) a course in the application of educational principles to the teaching of English in the high school,
(4) actual practice under direction

Table 9 taken from Hutson's study[2] gives a classified list of courses taken from 98 Graduates of the University of Minnesota, with the frequencies for enrollment in each course and the average number of credits earned.

There are several significant points to be seen in this table which is typical of the country-wide situation.

1. The extended list of titles alone shows the absence of any settled curriculum of training for the particular profession.

2. No positive difference seems evident in a number of the courses listed under separate titles.

3. The subjects are apparently organized "for the training of journalists" and others interested in the cultural

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1. "The Reorganization of English in the Secondary School" op. cit. p. 149

2. Fitzpatrick and Hutson, op. cit. p. 105-108.

aspects of English. "The prospective teachers have the entire department open to them in the apparent expectation that they will select what is best for them."[1] (This may have advantages- but it also has its disadvantages, as when the English teacher is reported to have used something of her English specialization for the first time some ten years after her college training therein.)

4. Systematic courses in the study of literary types are absent.

For the situation of English teachers as a whole an "appallingly large proportion have had no training in public speaking nor American literature, nor the teaching of English. It is not a matter of points of credit that the English teacher lacks; it is rather the lack of any goal, by which the prospective English teacher may be prepared for her work that is even more serious."[2]

To quote Mr. Hutson: "If we assume that the work of the English teacher requires a high degree of skill and knowledge, we should determine what particular skills and knowledge are necessary and from them derive a curriculum for the training of teachers in English."[3] That the English teacher must also have a professional training as well as an academic training- is now being recognized.

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1. Fitzpatrick and Hutson, op. cit. p.108
2. Fitzpatrick and Hutson, op. cit. p. 110
3. Fitzpatrick and Hutson, op. cit. p. 109 (Mr. Hutson's article)

Of the theories of ability grouping, Dewey's "learning by doing," the project with its concomittants, the socialized recitation, Daltonized schools, individual instruction, the long unit assignment, measuring and its results, the progressive secondary teacher is taking concern. That the evaluation of newer educational concepts is not more general is due to the fact that the teacher of English, in line with the general situation in secondary schools has not been made aware until recently of the necessity for professional training nor for that department of it that is especially concerned with the character of adolescence. Therefore as Mueller points out faulty methods bring about waste in the classroom- waste through unnecessary movements, "the real reason for gyrations in the classroom is due to a desire to please the teacher" rather than an interest in the subject itself - waste through seeking safety in the text, waste through apathy in regard to new methods, through force of tradition, through insufficient direction of training for study methods and habits, and through ignorance in the art of questioning.[1]

In a "Preview of Teaching", something is given of the less tangible but most effective of the subjective elements that the teacher of English is called upon to have; namely, a warmth of enthusiasm, deep sincerity, broad appreciation of music, painting, and the other arts; and a wide and deep reading experience.[2] The English teacher must have a sensitive soul

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1. Mueller, A. D. "Teaching in Secondary Schools". New York: 1928, p. 76

2. Drum, Warren Nevin, Boston: Ginn & Co. 1928, p. 270.

and strong critical faculties; she must know people; she must have a cultural and an aesthetic background. Withal, the creative urge must animate her as she in turn must animate her pupils. She must have a broad and deep sense of humor, the power of expression, and a voice, mellow, flexible, and clear so that it can show the range from sternness, and anger, to enthusiastic approval. She must be persuasive in mind and act; have character and a training that takes the sting out of even the satirical Wilde and brings us back to the clearer insight of a Chaucer whose "clerk" may have been primarily a scholar, but he symbolizes the great spirit that animates the great teacher. For, in such a teacher we find that "gladly wolde he lerne and gladly teche."

Herein is the modern note of improvement in the service - "to lerne". As a group, high school teachers have been socially and professionally entrenched. That the classroom need no longer be a "blind alley" is a realization that has sent teachers of their own volition into improvement and supplementary courses. The increasing demands of administrators are gradually but inevitably affecting the attitude from the outside. No comment is made on the fact that the desire for general culture has long characterized the high school teacher. All of these factors together with the growing professional standards and their demand for a knowledge of modern psychology, the newer objectives of secondary education, the new momentum in the field of general education are elements that are beginning to leaven the secondary teacher situation.

An example of one metropolitan district in this respect may here be given.[1]

For Latin and Day High School

78.5% are college graduates
31.5% have Master's degrees
5% have doctor's degree
20.3% are normal graduates
3.2% are high school graduates with some higher training.

The summary of the needs of the situation may perhaps be taken from the Proposals of Horn[2] for the improvement of the English teacher as of her colleagues.

1. Improved methods of certification.
2. Motivation of high school teachers.
3. Readjustment of the teaching load. (The work of the high school is so organized Dr. Horn maintains as to choke any further effort to scholarship.
4. Salary adjustments.

On this point, too, a U. S. Bureau report (Jan. 1923) points out that the average teaching load in 136 high schools found in the U. S. was

628 for English
620 for Mathematics
609 for English
568 for Science
554 for Language

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1. "Report of Superintendent." Boston Public Schools. 1927 School Doc. No. 12

2. Horn, John Lewis "Five Proposals for the Improvement of Secondary Instruction". School and Soc. Jan. 27, 1927 (91-99)

To the teacher in service who has been in more than one department these figures are not misleading. The actual work entailed in the 628 as against 609 is in reality a far greater working load though a lesser pupil load. If scholarship is choked, not a little of it is done in the English department by the necessities- real or assumed- for eternal watchfulness on details that are nowhere as binding as in the English curriculum.

Other points to be looked for in this improvement might be the open mind, the power of self-criticism, the ability to find what is worthy in the procedures of others, the corresponding ability for adapting such principles. Finally, an ever growing contribution through her own attitude to the social consideration of teaching as a great profession is vitally important.

From the foregoing it may be seen that there can be no articulation or integration of units when the responsibilities for instruction, for curriculum making, for teacher growth and preparation are so scattered and divided. The sporadic attempts at making instruction effective through the supervision of the principal, and the head of the department in the secondary school, are insufficient for a continuing, assured growth.

PART III. CHAOTIC SITUATION.

IN THE TEACHING OF THE VERNACULAR.

The secondary school is being challenged to justify its increasing financial costs; it is being called upon to show its contribution to the changing civilization; to evaluate its program as a progressive force in the social, economic, intellectual and moral philosophy of the day. In a word, the secondary school faces the problem of squaring its accounts and proving that it is so trainingthe youth of the land in an understanding of life and its purpose that the experience in free and popular education is justified.

The English situation is doubly on trial. With the old concept of culture through the classics vanishing, it is the vernacular that is being entrusted with the supreme task of maintaining a civilizing element for the people's advancement. Does the secondary school take sufficient cognizance of this power of the language of 110,000,000 and more of people; and a civilization of a thousand and more years old, and a storehouse of records of the history and literature of a whole world; of a science that is progressing by leaps and bounds? Is it scientifically evaluating the outstanding needs of its community for especial consideration of the form and content by which that community's adolescent life shall be enriched, its powers of achievement developed and its happiness assured? Is the secondary school weighing carefully the results in its efforts to train the adolescent in this heritage of the vernacular? Are any changes coming about in both learning and teaching, outcomes based on a whole new view of the science and philosophy of the human

mind and behavior? If progressive education in general has reached a stage of development where it is now sufficiently well established so that it may formulate its contribution to the art of education - "The most difficult and the most important of all human arts"[1] - then what is the English curriculum doing to take its place in such an evaluation? And in administering the curriculum, the major consideration,"the opportunity for learning, for gaining knowledge, for mastering definite skill or techniques, and for acquiring socially desirable attitudes and habits?"[1] Or, is the secondary school bent only on mulling over texts, and conducting examinations, and hearing recitations? Finally, if progressive education holds to a "belief in social contact, communication and cooperation upon a normal human plane,---- and the class as a grouping for social purposes wherein diversity of ability and experience rather than uniformity is prized,"[2] (Dewey) isn't the most important element the vernacular for such a realization of trends in secondary school education?

The present study has thus far attempted to stress the importance of the secondary movement as of a momentous concern in the development of the democracy and

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1. Dewey, John Progressive Education and "The Science of Education" - vol. 5 - No. 3- Sept. 1928.

2. Quoted by Cooke, Flora in Sumposium on Problems of Sec. Educ. in Progressive Educ. Quarterly, Dec. 1928

in its contribution to the education of the individual in that society. The study has made an effort to show that the vernacular in the secondary school is the especial integrating force of the program of secondary education; that the vernacular provides the opportunities for practicing skill and acquiring content for expression that is the first essential of the individual in his community; that the vernacular is the medium for establishing ideals and attitudes through the inspiration of contacts with great adventurous souls, and of those most concerned in human betterment. The study has attempted to show that the courses in the curriculum differ in their contribution and need a difference in treatment; the study pointed to the fact that there is no uniformity either in the content or in the procedures of teaching. Again, the study has considered that the lack of uniformity in the vernacular situation has been still further complicated by a teacher situation that varies in its requirements for the teaching of the subject, and in placing teachers within the subject without adequate preparation academically or professionally. This teacher situation is still further burdened by the general insecurity in the profession resulting in a turnover that is in the smaller high school a danger - and in the larger high schools- no less a menace.[1] It was held that the characteristics of sympathy, tact, breadth of vision, understanding,

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1. Clement, J. A., "Supervision of Instruction and Curriculum Making in Secondary Schools as Complementary Processes" Educ. Adm. & Sup. March 1927

ability to inspire for the best in life and thought is a necessity in any teacher. It is disastrous if lacking in the English teacher. The study has attempted to point out, that modern procedures of teaching, testing and creating a learning situation are finding a place among certain progressive secondary schools only. But the secondary school as a whole shows no general practice in adopting any unifying scheme for this great undertaking- the teaching of English to the adolescent.

IN THE SUPERVISION OF THE VERNACULAR.

The claim of importance for special subject supervision is taken in this study with the full acknowledgment that scientifically its benefits have not yet been completely demonstrated. It is believed, however, that sufficient evidence of an authoratative character is appearing to warrant the assumption that where this supervision is rightly understood its adoption must follow.

S. A. Courtis in a study "Measuring the Effects of Supervision"[1] holds:---"as measured by the change in median scores of the group, adequate supervision increased the effects of teaching 30%." and --- in the final comment-- "an agency which affects the work of teachers to such an extent, that without change in the teachers, the time, the equipment, or the

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1. Courtis, S. A., "Measuring the Effects of Supervision"- quoted by Barr & Burton, op. cit., p. 571

size of the class, more than half again as many children are benefited by the teaching, is an important agency."

And the Springfield, Illinois, survey maintains:

> "Expert, constructive supervision is a most potent force in bettering classroom work and improving teachers in service. At its best it exerts a pressure on every one in the system to strive constantly to become stronger, more useful, and more efficient." [1]

A few cities have taken a definite stand on the matter of secondary school supervision of academic subjects. Cleveland, San Francisco, St. Louis, Spokanne, Long Beach, Madison, and Hamtramck, are conspicuous examples.

In a summary of procedures in these schools, Ayer and Barr point out that in San Francisco, there is a special deputy superintendent for the junior and for senior high school; in St. Louis the organization calls for special supervision of both subject and grade, while building supervision is carried on by the principal who is considered to be a supervisor as well as an administrator. "Supervisors are consulting experts, advisers, and helpers working under the guidance of the principal," and supervision is primarily classroom supervision with visitation, conference, and demonstration teaching." [2] While these cities have taken important steps in the supervision of secondary school subjects, there is no uniformity in practice and no especial word as to the organization of the department in the supervision

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1. Ayer & Barr, op. cit. p. 141

2. Ayer & Barr, op. cit. p. 275

of English.

If this view of the system in typical large cities is representative of the country as a whole it is impressive as an indication of the school system- the education of the adolescent through the secondary school in its basic course- the vernacular.

The attempts of the present writer to locate information of present practice and organization in the supervision of English emphasized the above conclusion. The United States Bureau of Education, the National Association of Inspectors and Supervisors, the New York Board of Education were consulted unsuccessfully. Dr. Clarence Stratton of Cleveland, Ohio, however, cooperated and sent the list in his possession of those who had similar positions to his own- Director of English. He also generously supplied his plan of organization for the supervision of English in the secondary schools of Cleveland. According to Dr. Stratton "there seemed to be few of us in the United States." The following were classed by him in the group of supervisors of English:

Ward Green --------Tulsa, Oklahoma
Marquis Shattuck---Detroit, Michigan
Asst. Supt. Tildsey- New York City
C. R. Rounds ------- Elizabeth, New Jersey
Wm. Rader ---------- St. Louis, Mo.
Mabel Hermans ------ Los Angeles, Cal. (N.B. 1)
Mr. Norvel --------- Albany, New York
Madelaine Semmelmeyer- Chicago, Ill.
Miss Broenig --------- Baltimore, Md.

N. B. 1. Research Dept. Board of Education, Los Angeles, Cal.

The organization of the department under Dr. Stratton, has, it would seem, some of the most desirable elements that the supervision of these secondary schools are especially in need of- articulation in the two departments of senior and junior high. To quote Dr. Stratton:

"There are heads of English departments in our fourteen senior high schools. In the regularly organized three year junior high schools, if there are eight teachers of English or more there is a head of department there.

These heads receive differentials of one hundred or two hundred dollars, according to the number of teachers under their direction. We have just recently appointed the heads of departments in junior high schools. These heads teach from three to four classes, devoting the rest of their time to the working of their department.

I call meetings of heads of departments very frequently. In addition to that I frequently meet the department as a whole in a school. Often, by invitation, I teach. For instance, this week I spent an entire morning in one school doing composition in several different classes. At one time all the teachers of English were in the room, observing. The next afternoon I met with the department in one of our commercial high schools. The head of department presided, but matters were referred to me and I felt free to discuss any topic that was broached. I visit schools continually, observing naturally, more carefully the work of the newer, younger teachers. I notice particularly the operation of the newly instituted plans.

The elementary grades are under six supervisors who discuss matters with me, very often have me speak to all their fifth and sixth grade teachers or sometimes groups of their principals, but I have no authority over the first six grades. One of the elementary school supervisors has established a curriculum center in one school, specializing in reading, language, spelling. By discussion we have been able to agree that pupils promoted from 6-A to 7-B should be able to recognize the parts of speech from their use in sentences."

Dr. Stratton's summary, may or may not, be indicative of practices even where such a provision for supervision of English in secondary schools does exist. The lack of numbers, the lack of agreement on the place and functions of the special supervisor, the lack of complete accord on the

very theory of supervision in secondary schools makes every statement fairly the statement of a personal opinion, rather than that of tested and accepted practice. The need, however, for continued examination into the field lies in the acknowledged secondary school situation. It is without a science and without a philosophy. The plan advocated in this study is based on the theory that proper supervision of English in the secondary school would tend to advance the one as well as focus attention on the need of the other.

THE TYPE OF SUPERVISOR.

The supervision of English as advocated in this study will consider

(1) The type of the supervisor
(2) The unit of organization for such a department
(3) The special duties of the supervisor in such a unit.

Whatever the scheme for organization may be, the personality of the supervisor is of first importance for the success of the department in this special subject supervision.

The qualities of the supervisor in English fall under the heads of personal characteristics, preparation, technical training, outside interests, and executive experience.

The personal characteristics of the supervisor require the traits which would take him out of the category of the human type were it not that the final demand is that the supervisor MUST be HUMAN. This is a composite of all that will make such a being welcomed into the classroom as a friend, an inspiration, a cultured visitor, an able diagnostician, and a professional adviser. It means that the supervisor is tactful, is cooperative, is able to rub shoulders with the rank and file as well as with superior officers and yet not rub either "the wrong way." It means that the supervisor has a sense of humor, which can emerge under certain circumstances; it means that the supervisor has an abiding faith in human nature, generally, and in the inherently right desires and attitudes of the particular person under consideration. This type of supervisor has the power to inspire to better efforts in teaching, in personal development, in cooperative undertakings, in contributing of oneself. The human quality requires a sense of loyalty to those under her as well as to those

above her. There must be sensitiveness, and an intuitive power for recognizing worth and frankly and whole heartedly giving it its due reward. She is not forward, yet will do the task if called upon; she is not a pollyanna, and yet is profoundly optimistic of the value of the pupil, his work, the teacher, and her work and not least- the supervisor and her work.

The ability to see ourselves as others see us- is, according to Miss Mellyn[a] "the most important element in successful supervision." The English supervisor must be open-minded,- show continued growth; and----have vision. The supervisor's ability to speak and to write the vernacular should bear out the interest in the teaching and the learning of English. "She is alert, alive and comprehensive, and insatiable for more and even more of life---" and if high school teachers are in numerous localities starving for leadership that will not only interpret and methodize content for them but leadership that will as well guide by its inspiration in matters and interests outside of the classroom concerns,"[1] - that becomes a challenge to supervision. This quality in leadership must animate the supervisor in English that it may inspire the teacher in English.

Finally, the words of Prof. Mahoney[2] have a very illuminating injunction as to the requirement of the real supervisor-- "--- a philosophy, a fundamental point of view,

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a. "Suggested Plan for the Supervision of Instruction". Mary C. Mellyn.- See Appendix A.

1. Opdycke, John "In the Service of Youth", op. cit. p. 17
2. Mahoney, John J., "Straight Thinking in Supervision" Journal of Educational Method, vol. 5- No. 10-417-421

PART IV. THE NEED. - A DEPARTMENT OF SUPERVISION OF ENGLISH.

every supervisor should have-- the latter (philosophy) makes it possible for us to look upon education as a totality, to think always in terms of the entire educational situation, to see the thing clearly and to see it whole."

The preparation of the supervisor of English calls for a broad and deep academic training not alone in the department of English; for the very term is inclusive of the sciences as well as the arts. History, sociology, the languages, the fine arts - all have something; many have much to contribute to the equipment of the broadly trained supervisor of this subject. Nor should her training in English begin with Shakespeare. To see the subject as a whole, it is necessary to know the fathers of English, and the fathers before them. The literature of the early periods- (the Celtic, the Anglo-Saxon, the Anglo-Norman,-) have each something to offer to the sense of continuity and value of the vernacular to be supervised. But the necessity to keep abreast of the times, to know the work of the men and women who are making the literature for tomorrow, is equally pressing in any relationship to English.

The professional training of the English supervisor ought to give her a power to grasp the philosophy of education today; what are the effective means, the recognized means at any rate, for carrying out an educational philosophy. She ought to know what have been the scientific investigations that have bearing upon the techniques in her field. Educational, diagnostic, and achievement tests, scales and measurements, and their evaluation must be within her province. She must be able to direct the making of these as well as the application of their use. Her philosophy of education should help in governing the

construction or re-construction of the curriculum. She should be acquainted also with the science of teaching theories and learning held by the leading educators. The supervisor will know the adolescent and his needs; the community and its background - and will consider these equally inter-related in a broad professional background for establishing an English foundation in the secondary schools. The supervisor must know the use or abuse involved in ability grouping, in what the project involves, what pupil participation calls for, and what are the uses of supervised study in this particular curriculum. How far can interest and effort be complementary, and what are the ways to interest the college trained teacher to consider pupil needs over and above text assignments are also some of the professional questions she must be prepared to consider.

The policy of rating by the supervisor can only be decided by the usage in that system. But whether that is or is not the duty of the supervisor, the theory must be clearly understood; and the distinction made between the rating for improvement of teaching, and the aim to rate the teacher.[1]

She ought to know the best of the standard scales- and their values; their specially strong and weak points. The supervisor ought to be able to initiate, if it is so desired, a "cooperative scale" in which teachers will realize that the sincerest effort is made to rate for improvement; that pupil activities, interests, and growth are a sure index of that

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1. Barr & Burton, op. cit. p. 605

teaching. The committee's efforts in a rating card will help to realize the ideals of objectivity, reliability, definiteness that make for the usefulness of such a scale.

The supervisor's technical preparation should serve the need of assembling material for evaluating the pupil situation, the teacher's activities, the experimental data, and the general educational contributions in the English teaching of youth. She should know curriculum combinations and program assignments. All this impinges upon her professional training and yet has some elements that may be narrowed to a strictly technical requirement.

To keep herself both professionally fit and intellectually and spiritually alive, it is essential for the supervisor to keep actively interested in the best of the community undertakings. This community ought to feel her influence as a human being not alone as a pedagogical expert. The cultural opportunities as well as the educational ought to be utilized. The supervisor in English is in special need of re-creation; hence travel and the theatre and whatever makes for the fun that burns down fatigue and reawakens the spirit must be a part of the continuous preparation for the profession of English supervision.

The executive ability that the English supervisor is called upon to have may be, to a great extent, acquired from experience. This should be in the fields of teaching as well as in previous supervision activities. The professional, technical, and academic training should also act as contributing factors to the executive ability of the supervisor in English. As an executive, too, the supervisor should be able to

demonstrate his theories; she should have the ability also to choose wisely those whose demonstrations of any theory- their own or hers- would be most helpful, most inspiring. The organization of the department is an especial call upon her executive ability. To make that department function efficiently, wisely, with the minimum amount of friction and the maximum amount of service, intelligently, economically, cheerfully, is an executive goal of no mean aim.

As an executive, she must be cognizant of the units within the school system, their elements of strength as well as weaknesses, and be able to find those remedial means that will bring about a satisfactory adjustment and development. The ancient element of the martinet in executive conduct is undesirable anywhere; it should not have even a foothold in the supervision of English.

One of the finest evidences of the supervisor's executive ability should be seen in the adjustment of the teaching personnel to the work of the various courses. Lack of such an adjustment is sheer human waste; it makes for the suffering of pupils no less than that of teachers.

The criterion for a live department is its growth- The supervisor will be discriminating in the tests he applies and in the experiments he conducts. He will treat the school unit for the good of the whole system, but also with the consideration of its own communal background.

Finally, the characteristics of the supervisor have that intangible quality that is sometimes called personality. A young teacher, gave, perhaps, as good a summary of what makes a good supervisor as any more scientifically derived judgment.

She knew from direct experience in this secondary school. "What do you consider makes a good supervisor?" she was asked. "The kind I do not mind," was her response. The power to generate confidence, to inspire to greater effort, and to guide these efforts ably, were elements involved in this judgment of the supervisor.

THE UNIT OF ORGANIZATION.

The unit of organization for the department of supervision of English here advocated makes no attempt at dogmatism. Nor is there any desire to plan a complete reorganization of an administrative system for the purpose. The various school systems- excluding the two and three teacher high schools- have as a rule, an organization that will allow for such an expansion as this special type of academic supervision contemplates. The line and staff with supervision as a coordinate function is here considered the most flexible in its schematic organization for introducing special supervision of English in the secondary school. The point aimed at in the organization of the department is the articulation of the two groups of the secondary school units. The assistant superintendent is therefore considered to be in charge of the field of senior and junior high schools. The department of English is considered to be a major division, with a supervisor having vertical authority in the unit.

In this scheme, the heads of departments of English are automatically recognized. A serious part of their duties is here considered to be such intervisitation as will nowhere permit of a gap in the system. Numbers in the junior high will determine the number of heads of departments for that division.

The place of the principal in such an organization is administrative head. He has supervisory power but not as a subject specialist- that is the province of the supervisor. There is, then, no opportunity for any question of overlapping authority. That the school is a unit is recognized by all. Where any supervisor imposes his authority between the principal and the teacher, he but proves his own fallibility; to condemn the entire profession of special supervision, on that account would scarcely be intelligent. Not alone does the supervisor's personality govern the relationship between teacher and supervisor, principal and supervisor, but the limitations set by the superintendent are supremely important. Within his own sphere, however, the supervisor of English in the capacity as leader of the subject, as master of its teaching technique, and as one charged with the authority to improve, to direct, and to stimulate the teaching, the supervisor has a wide and rich field.

SPECIAL DUTIES WITHIN THIS UNIT.

The special duty of this supervisor, then, is the improvement of the teaching of English. This at once involves a consideration of the teacher and the curriculum. The supervisor's preparation and philosophy of education already discussed becomes an effective agency in constructing the latter. His major and concomittant objectives, his theory of group differentation- his knowledge of adolescence, his appreciation of the value of his subject- in the service of that adolescent, vitally affect the construction of that curriculum, as a whole, and of every detail within the various courses. The teacher's

opportunity for experimentation and individual initiative are never sacrificed in this consideration of curriculum building. He must direct the construction of that curriculum or its reconstruction with a view to incorporating the needs of special communal groups; of recognizing modern theories of teaching with its program for testing, of guiding the attitudes for learning, with the new emphasis on the pupil and his place in the learning situation, course by course, grade by grade. Training in study habits, the large unit organization of subject, the project opportunity, Daltonized procedures are elements of vital importance in this undertaking. Bibliographies, other materials, and sources for help, are equally essential in a curriculum intended to serve the greatest good of the youth in this democracy.

In all this there is, however, no thought of making the curriculum the autocratic word of a supervisor. He directs but does not dictate. For the supervisor, the curriculum is a cooperative effort; it therefore represents the combined efforts of teachers and principal as well as that of the supervisor. Where the bureau of research is available, the supervisor calls upon it. The English supervisor may at times get a lay member in the community to serve on this curricular committee.

Finally, to articulate the courses so that there shall be no loss to the pupil in his entrance from one educational level to the next is a definite consideration for the supervisor.

Much of what has been said in the making of the curriculum casts a light upon the relationship of the supervisor to the teacher. The head of the department is fully recognized in this study. That little of theory is entering here upon this relationship as well as upon that of the principal is due to the

fact that an effort was made to get at the current practices of these officials in actual school situations. The results are tabulated in the following pages. The supervisor and the head of the department will come into contact far oftener than will the individual teacher. But the supervisory unit needs the kind of organization that will bring both the new and the older teacher into contact with him. For the entire principle of this special supervision is based on the premise that he is the expert for the improvement of teaching and the inspiring source for that vast body of knowledge- English. All this is predicated without the especial need that may be his of rating the teacher. Certainly where that is delegated to him, he will help in maintaining and creating a corps d'esprit if he makes known the basis upon which his judgments are made. If it is a matter of health, personality, classroom management, interest of pupil, teaching results, extra-curriculum activities, co-operation- then these items should be known.[1] In any event he will make it clear that he is interested in the intelligent participation of the pupils and not the special activities of the teacher.

The conference as a device for improvement of instruction, for directing and stimulating growth, is the practical method used by the general supervisors and will be used by the English supervisor.

The classroom visit becomes the basis for any conference. What that classroom visit is, is decided to a

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1. See Appendix for sample cards used.

very great extent by the personality of the supervisor. That it should not disturb pupil and teacher; that the entrance and exit and stay shall be quiet and unobtrusive are primary assumptions. The length of stay should vary. But no visit worthy the name should be less than a half hour. The announced vs. the unannounced visit and the proportion between the two must be considered. Some at least should be announced; many will have to be unannounced. The practices of 80 heads of departments are indicative. The highly trained supervisor who is an expert in teaching is recognized as being able to see all of the routine factors and much else even in the short visit. But the full credit for outcomes as well as procedures of the lesson will not be attempted in any but the full period visit.

There is little that is more discouraging to the English teacher than the "blind alley visit," - that is, the long or short visit of the supervising official from which nothing - good, bad, or indifferent - is ever heard. If in such a visit, there is no destructive criticism involved neither is there anything constructive - nothing encouraging, nothing inspiring. It is a dead issue. The English supervisor who senses rightly that English teaching is in need of encouragement as well as advice and direction will not permit the classroom visit to pass off without this aid. Hence, among the various kinds of conferences the individual conference is not the least important. Certain needs are essential; the time, the place, the procedure, and plan.

This conference should come as soon after the classroom visit as possible and at a time that will not interfere with the teacher needs any more than with the supervisor's necessities. The three o'clock or four o'clock period seems most feasible. If there is a room for such a purpose in the school, then it should be where the least disturbance might ensue. The result of the conference should be a realization by the teacher of the weaknesses and the strength- personal and professional- in her teaching; she should have the encouragement of the one and the direction for improvement of the other. Hence there will be suggestions from the supervisor for suitable material, apparatus, charts, guides, etc., for interest and stimulation. The actual teaching procedures will be evaluated, and the progress considered if a second has followed the first visit.

When the supervisor comes to this personal conference, he has analysed the teaching difficulty, has suggestions for improvement through better planning; he has materials as well as suggestions for better procedures in that particular type of lesson activity. Where the conference is with a beginning teacher, it may be the place of the supervisor to show what perhaps the head of department may also have suggested, that the teacher should watch for difficulties that are typical to beginning teachers in the secondary schools,[1] difficulties that relate to the subject matter, to the planning and direction of

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1. Waples, Douglas,- "Teachers' Difficulties as a Basis for Supervision". Scientific Supervision Second Year Book. Conference of Educ. Method. New York: Columbia University - 1929.

classroom activities, to the physical or mechanical class-management, to the lack of cooperation of students, to certain personal characteristics of students, and to certain characteristic habits or traits of the teacher herself.

The value of the conference for improvement lies in this discovery of difficulties; in the suggestions for means of improvement in procedures; and for changes in conduct control as well as for encouragement of what is promising and hopeful. The human touch and spirit of the supervisor will tend in this way to way to make teaching a worthy, enlightened effort, for the adolescent as well as for the teacher.

Other conferences[a] are in effect group conferences and maybe for curricular revision, for special grade procedures, for discussion of policy within or without the system, for hearing reports of conventions of educational or special subject interest. It may be for the purpose of evaluating experiments or for initiating new ones; it may be for discussion of objectives in certain types of teaching, or for establishing certain minimum essentials; for considering ability grouping, for considering typical elective or constant courses. The conference may deal with the whole situation of testing and measuring or for any especial elements thereof; it may consider the making of certain diagnostic or other tests; it may be held for hearing of certain projects or for initiating new ones. An English group conference is worth calling to hear some teacher's experience. If an instance may here be cited, the following might be mentioned. A teacher had taken a course at the University of Oxford one summer. The aim of the course was to bring the recital of great poetry to its former dignity and recognition. All types

a. See Appendix "B" for one kind of plan for teachers conference and list of classroom activities of a supervisor.

of the community were here enrolled; the course was conducted by various literary men of England with the poet John Masefield as chairman. The report brought an added sense of dignity to the worth of English teaching.

In the group conference, the outline and bulletin should figure largely. The supervisor will make this conference fruitful only as it becomes "purposeful" as the teacher finds here a use, an interest, and an opportunity for an activity that has meaning and value.

The English supervisor will not be able to make many classroom visits either for getting a general idea of instructional conditions or for the improvement of instruction. It may be necessary to limit visitation on "call." He should, however, consider that this class room visitation is his "laboratory" material for much of the more general work of the group conference.

To recommend texts, supplementary readings, and classroom tests may also be a legitimate part of the duties of the supervisor. But the improvement of the teacher in service is not the least of the duties that must fall upon the supervisor of English. The means for such improvement will vary with the locality where the supervision is done. But in general these are useful: demonstration teaching, teachers' meetings, conducting courses and lectures, recommending readings of general and professional interest, intervisitation of grade and school, advice of important conventions. Whatever the English supervisor can recommend for raising the teacher on the merit list, for gaining the benefits of the years' service will help in this situation. To widen the

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horizon of the teacher in service, awaken her interest, and regenerate her enthusiasm is a very specialized form of the supervisor's duties.

No assumption has been made that the attitude of the secondary school teacher in the scheme suggested for subject supervision of English, should be a mere passive acceptance of authority from above. The teacher who is the first to bear the brunt of school failures, is the last to object to an improvement in her service when she is convinced that the method has a sound basis and a tested value. The high school teacher knows that her transition from the academic classroom to the professional desk might have been made without quite such a drain on mind and spirit of both pupil and teacher had adequate guidance directed the process. This teacher knows that supervision has done much for her colleague in the elementary division; she is not unmindful that much can be done in the secondary department.

In Prof. Nutt's investigation[1] the high school teacher might agree to the points for and against general supervision. The high school teacher can indeed utilize the help that, according to Prof. Nutt bears on the teaching problem; she would appreciate the efforts of any guide whose personality is cooperative and democratic, and who would make explicit criticisms of the lessons observed with constructive suggestions for improvement.

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1. Nutt, H. W., "Attitude of Teacher's Toward Supervision". Ohio State Univ. Bulletin, Vol. 3, p. 59-64.

Undoubtedly much of the secondary school teacher's criticism of the special supervisor would run along the same lines that Prof. Nutt's study and Wagner's[1] study lay down. The only really valid point, however, is that special supervision has not yet formulated any definite professional standards. That is merely a charge that the science and art of special supervision are comparatively recent. Nevertheless the Second Year Book of the National Conference of Supervisors and Directors of Instruction (1929) "Scientific Methods in Supervision" shows that the efforts and progress already made in establishing the science of supervision. Altogether the objections at bottom do not strike at the ideal of supervision; they merely point to the fact that the supervisor as yet lacks, on the whole, the preparation for the responsibility of treating with a group who in many cases are subject specialists. While, then special supervision has not yet made a "profound impression" upon any group of teachers, including the secondary school group, still Prof. Nutt's final comment is significant "The testimony in favor of its helpfulness does, however, score enough points----to indicate the validity of its function and to suggest the real necessity for its development."

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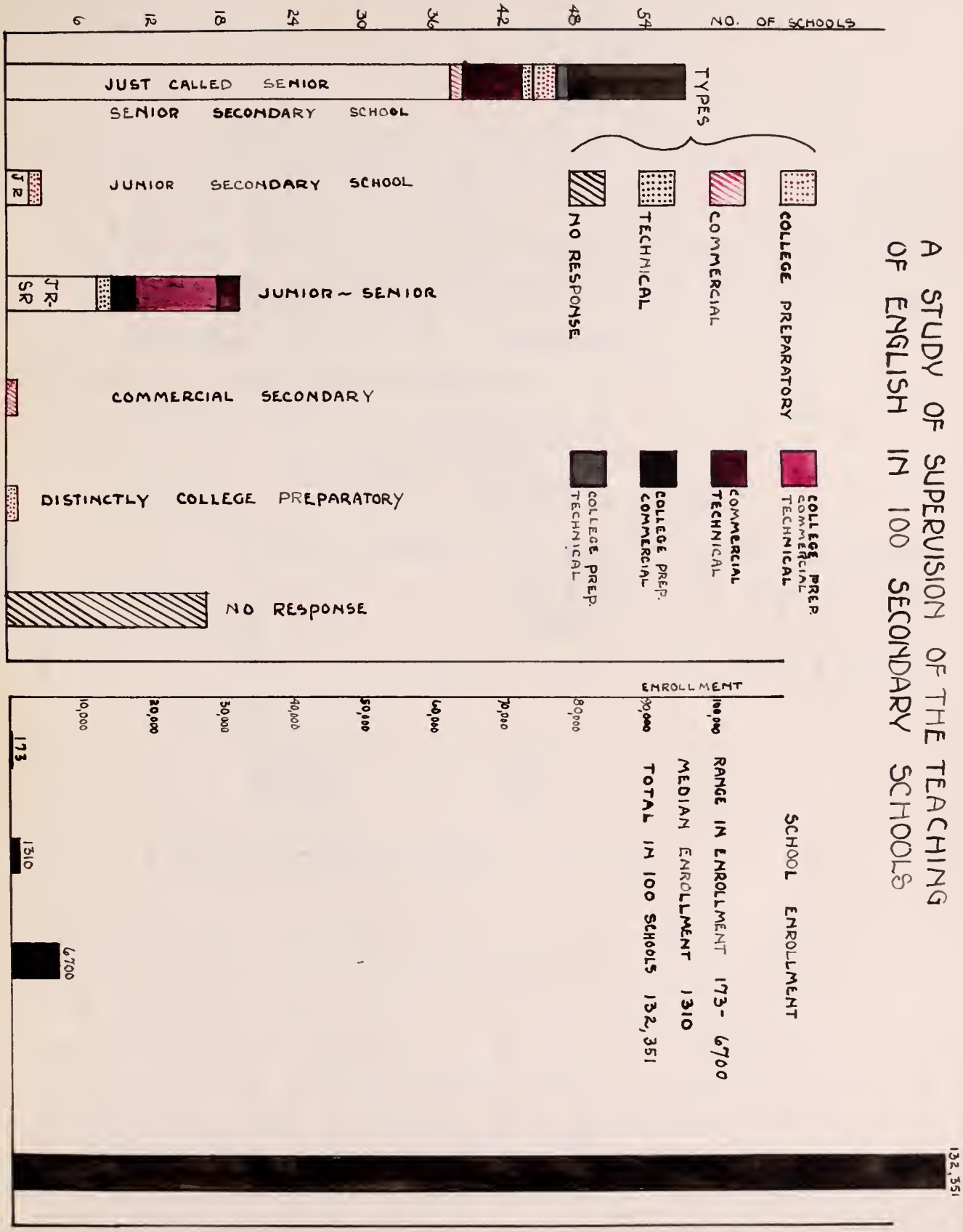
1. Wagner, C. A., "Arguments for and Against Supervision". Washington: N.E.A. Proceedings - vol. 60 - p. 1438-9 - 1922.

PART V. THE EXAMINATION OF DATA OBTAINED THROUGH QUESTIONNAIRES FOR SUPERVISION AND ENGLISH.

CHART I.


A STUDY OF SUPERVISION OF THE TEACHING OF ENGLISH IN 100 SECONDARY SCHOOLS
NO. OF SCHOOLS
6
12
18
24
30
36
42
48
54
TYPES
JUST CALLED SENIOR SECONDARY SCHOOL
JUNIOR SECONDARY SCHOOL
JR. SR.
JUNIOR ~ SENIOR
COMMERCIAL SECONDARY
DISTINCTLY COLLEGE PREPARATORY
NO RESPONSE
COLLEGE PREPARATORY
COMMERCIAL
TECHNICAL
NO RESPONSE
COLLEGE PREP. COMMERCIAL TECHNICAL
COMMERCIAL TECHNICAL
COLLEGE PREP. COMMERCIAL
COLLEGE PREP. TECHNICAL
SCHOOL ENROLLMENT
RANGE IN ENROLLMENT 173- 6700
MEDIAN ENROLLMENT 1310
TOTAL IN 100 SCHOOLS 132,351
ENROLLMENT
10,000
20,000
30,000
40,000
50,000
60,000
70,000
80,000
90,000
100,000
173
1310
6700
132,351

RESULTS OF QUESTIONNAIRE FROM PRINCIPALS AND HEADS OF DEPARTMENTS.

The discussion of practices in actual school procedures is based upon data obtained through the following questionnaire sent to secondary school principals and English heads of departments. The replies as previously stated (p.50) came from 100 principals and 80 heads of departments.

The territory covered

38 states by principals
31 " " heads of departments
61 cities " principals
68 " " heads of departments

Range of states - from Maine to Oregon, California and Hawaii.
from Minnesota to Louisiana and Alabama.

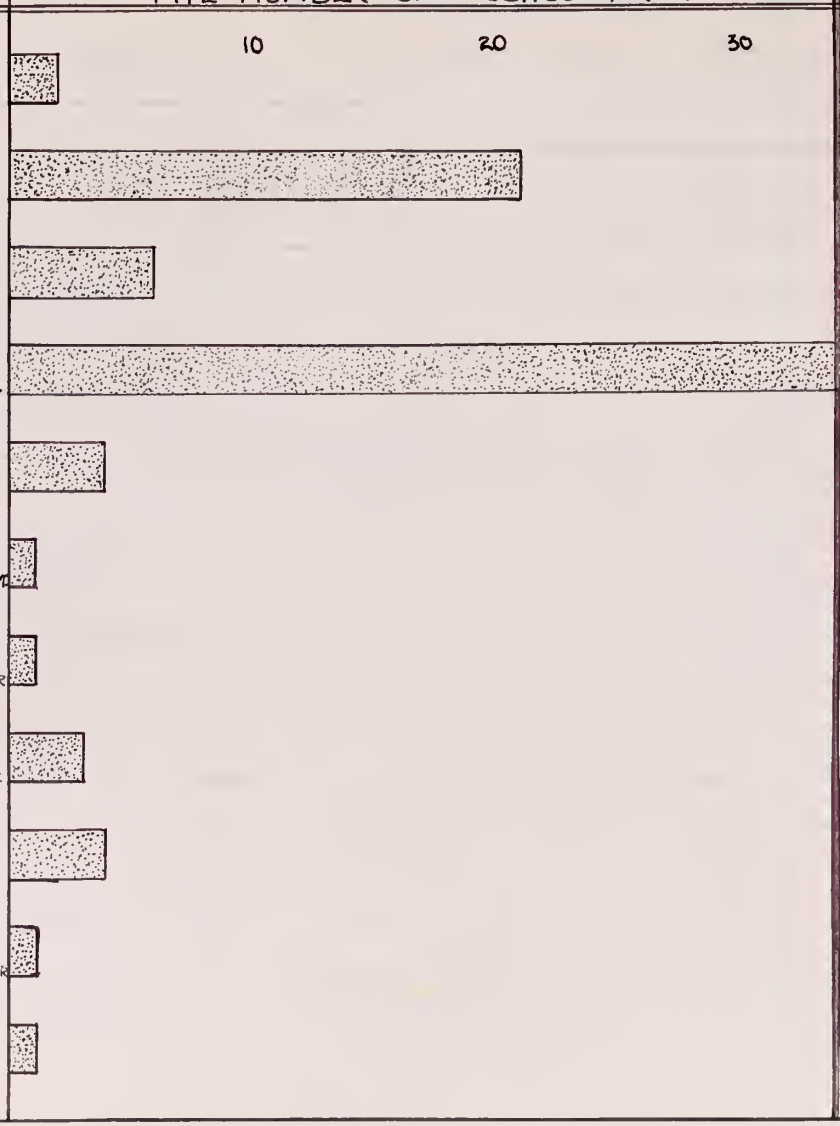
Chart 1. Gives the details of the first question.

The enrollment:

Highest	-	6,700
Lowest	-	173
Median	-	1,310

Total enrollment involved 132,351

THE SUPERVISION OF ENGLISH IN 100 SECONDARY SCHOOLS



	SUPERVISION IS CARRIED ON BY	TOTAL AND PER CENT
1.	NO ANSWER	2
2.	HEAD OF DEPT.	21
3.	PRINCIPAL	6
4.	HEAD OF DEPT - PRINCIPAL	34
5.	HEAD OF DEPT. - PRINCIPAL SUPERVISOR OF HIGH SCHOOL	4
6.	HEAD OF DEPT - PRINCIPAL HIGH SCHOOL SUPERVISOR - ASS'T SUPT.	1
7.	HEAD OF DEPT - PRINCIPAL CITY SUPERVISOR - STATE SUPERVISOR	1
8.	HEAD OF DEPT. - CITY SUPERVISOR	3
9.	HEAD OF DEPT. - PRINCIPAL ASSISTANT SUPERINTENDENT	4
10.	HEAD OF DEPT. - STATE SUPERVISOR	1
11.	PRINCIPAL - ASS'T SUPT. HIGH SCHOOL SUPERVISOR	1

	SUPERVISION IS CARRIED ON BY	NO. OF SCHOOLS	TOTAL AND PER CENT
12.	HEAD OF DEPT. - PRINCIPAL - OTHER OFFICIALS		3.
13.	HEAD OF DEPT. - PRINCIPAL - STATE SUPERINTENDENT		2
14.	PRINCIPAL - HIGH SCHOOL SUPERVISOR		2
15.	HEAD OF DEPT. - PRINCIPAL CITY SUPERVISOR.		3
16.	PRINCIPAL - CITY SUPERVISOR		2
17.	PRINCIPAL - OTHER OFFICIALS		1
18.	HEAD OF DEPT. - PRINCIPAL STATE SUPERVISOR.		3
19.	PRINCIPAL - STATE SUPERVISOR		3
20.	PRINCIPAL - STATE SUPT.		1
21.	HEAD OF DEPT. ASS'T SUP'T. - CITY SUPERVISOR		1
22.	HEAD OF DEPT. - PRINCIPAL - HIGH SCHOOL SUPERVISOR - ASS'T SUPT. - CITY SUPERVISOR.		1

CHART II.

Kinds of schools - "Senior" - "Junior",- "Junior-senior", "Comprehensive" college preparatory, commercial, technical, and combinations of these.

The answers to the question regarding sex were inconsiderable; in the main the schools were for boys and girls, generally in equal proportions. A very few were all boys: a few, all girls.

The Purpose of supervision in those schools is graphically shown in the following charts:

Chart 11 for those who do the supervision.

Chart 111 the purpose for the particular schools.

Chart 1V the objective evidence for evaluating supervision.

The varying officials who supervise English in the schools were found to be:

1. Heads of departments in 21 schools
2. Principals in 6 schools
3. Heads of departments and principals -- 34 schools
4. Head of department, principal, and high school supervisor.

Chart 11.

5. Head of department, principal, and Asst. Supt.-- 4
6. Head of department, and the city supervisor -- 3
7. Head of department, principal and some other official (not indicated) -- 3
8. Head of department, principal and city supervisor -- 3
9. Head of department, principal and state supervisor - 3
10. Principal and state supervisor -- 3

The other combinations consisted of 2 schools for each combination.

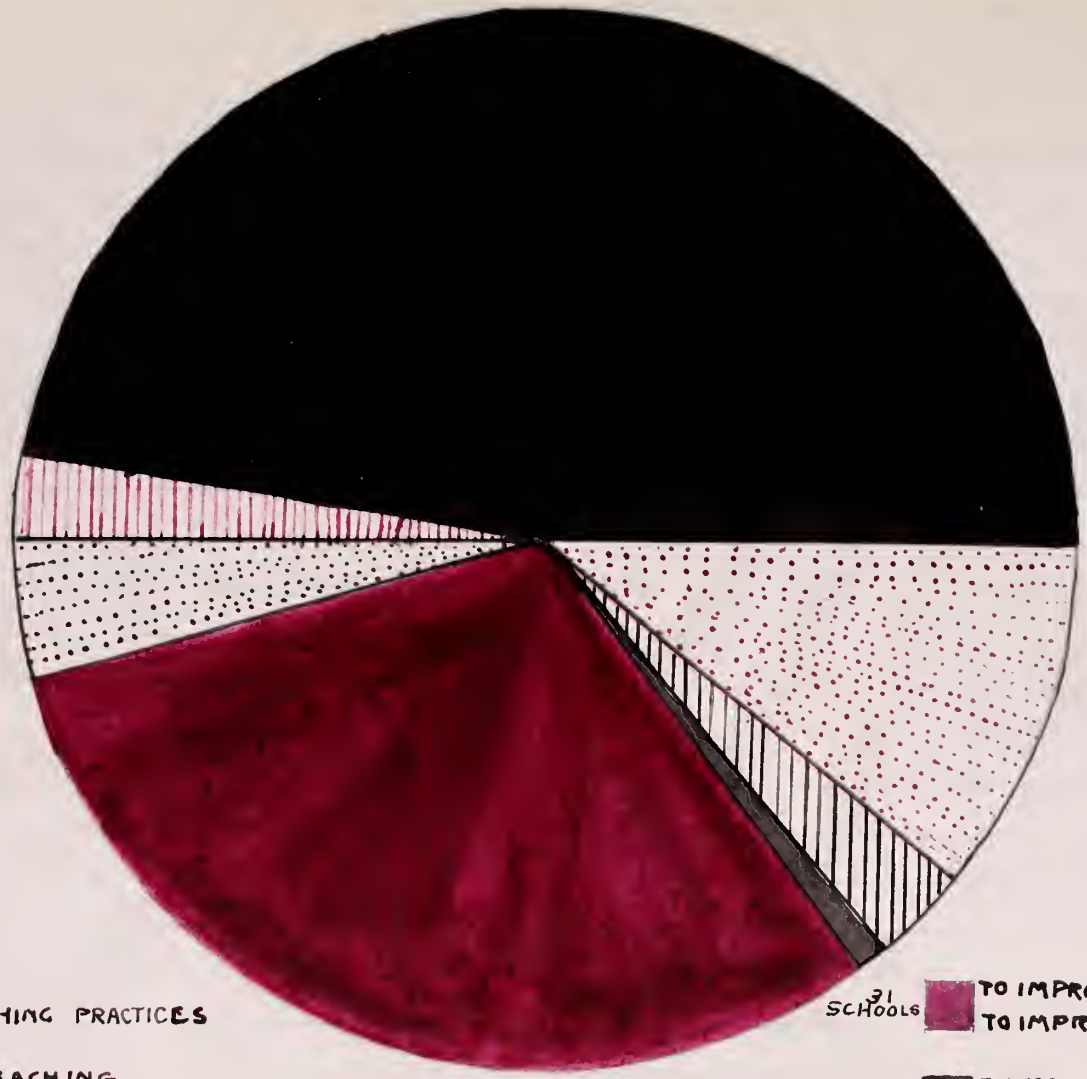
a. Head of department, principal and state superintendent
b. Principal and high school supervisor
c. Principal and city supervisor

Only one school each reported for

a. Head of department, principal, high school supervisor, assistant superintendent
b. Head of department, principal, city supervisor, state supervisor
c. Head of department - state supervisor
d. Principal, ass't. Superintendent, high school supervisor
e. Principal and some other official (not indicated)
f. Principal and state superintendent - city supervisor
g. Head of department, ass't. superintendent - city supervisor
h. Head of department, principal, high school supervisor, assistant superintendent, and city supervisor.

CHART III.

THE PURPOSE OF SUPERVISION



3 SCHOOLS — NO REPORT

11 SCHOOLS — TO IMPROVE TEACHING PRACTICES

4 SCHOOLS — TO IMPROVE TEACHING TO RATE TEACHER

2 SCHOOLS — TO IMPROVE LEARNING

31 SCHOOLS — TO IMPROVE LEARNING TO IMPROVE TEACHING

48 SCHOOLS — TO IMPROVE TEACHING AND LEARNING AND TO RATE TEACHER

1 SCHOOL — TO IMPROVE LEARNING TO RATE TEACHER

Two schools failed to report.

Apparently in 16 schools there was no head of the department; whereas in 21 schools the head was the sole supervisor of the subject. In six schools the principal did all the supervision.

From the point of view of the teacher, she is responsible in 27 cases to one supervisor; in 48 cases to two; in 20 to three; in two cases to four and in one to five supervisors.

(The term "chairman" or "senior teacher" has been used for this particular discussion as synonymous with "head of department", also the one case of North Dallas, Texas, where there was a "representative" of the school who met with the high school supervisor.)

The situation brought out in this table possibly points to at least 25% of over-supervision. This may, however, be accounted for in the consideration that "supervision" of instruction was reported, where administrative duties only were really involved. When it is considered that reports of actual duties of both heads and principals alone, are so largely administrative, the real concern is here that the subject is undersupervised rather than over-supervised. The striking feature of this report of 100 typical schools is the lack of uniformity in the conduct of the education of adolescence.

Chart 111. The purpose of supervision as reported by these principals is allocated as follows:

48 -	Reported to	improve teaching, learning, and to rate the teacher.
31 -	" "	improve learning and teaching.
11 -	" "	improve teaching practices.
4 -	" "	improve teaching and to rate the teacher.
2 -	" "	improve learning.
1 -	" "	improve learning and to rate the teacher.

The combination of items brings out the fact that the greatest emphasis is placed on the "improvement of teaching." This is followed by the aim to improve learning processes, and thirdly to rate the teacher.

OBJECTIVE EVIDENCE THAT SUPERVISION HAS PROVEN BENEFICIAL

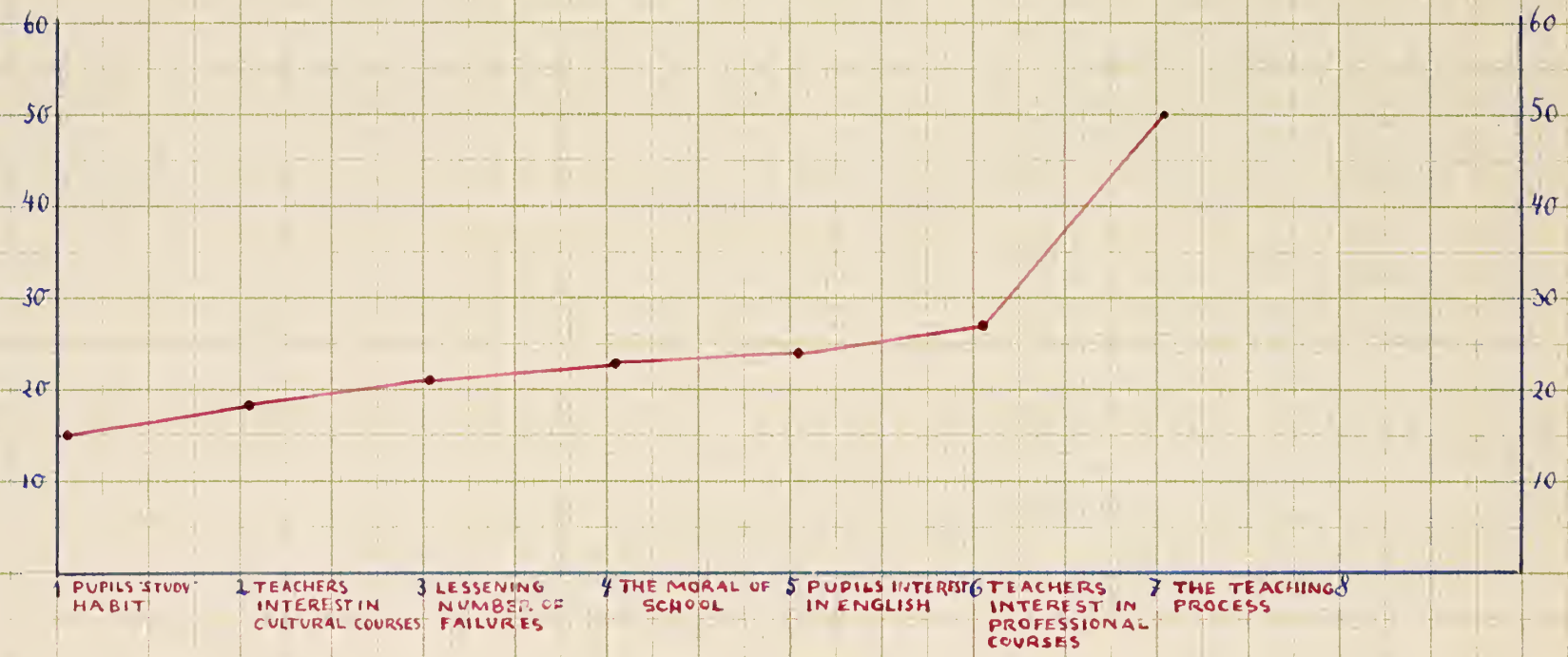


CHART IV.

OBJECTIVE EVIDENCE THAT SUPERVISION HAS PROVEN BENEFICIAL

THE TEACHING PROCESS	THE MORALE OF THE SCHOOL	PUPIL'S INTEREST IN ENGLISH	PUPIL'S STUDY HABITS	TEACHER'S INTEREST IN PROFESSIONAL COURSES	TEACHER'S INTEREST IN CULTURAL COURSES	LESSENING NUMBER OF FAILURES	NUMBER OF SCHOOLS	THE TEACHING PROCESS	THE MORALE OF SCHOOL	PUPIL'S INTEREST IN ENGLISH	PUPIL'S STUDY HABITS	TEACHER'S INTEREST IN PROFESSIONAL COURSES	TEACHER'S INTEREST IN CULTURAL COURSES	LESSENING NUMBER OF FAILURES	NUMBER OF SCHOOLS	GRAND TOTAL
✓	✓			✓	✓		3	✓						✓	5	
✓	✓	✓	✓	✓	✓		2	✓	✓		✓	✓	✓	✓	1	
✓	✓		✓	✓	✓		1	✓		✓		✓	✓		1	
✓	✓	✓	✓	✓	✓	✓	9			✓					1	
✓	✓	✓	✓			✓	2		✓			✓			1	
✓		✓	✓				3	✓	✓						3	
✓			✓	✓			2	✓		✓			✓		1	
✓	✓			✓			3.	✓		✓		✓	✓	✓	1	
✓				✓	✓		3.		✓	✓		✓	✓		2	
✓	✓	✓					1			✓		✓	✓	✓	1	
✓				✓	✓	✓	2	✓	✓		✓	✓			4	
				✓			1	✓	✓			✓		✓	1	
✓		✓					2	✓							1	
✓			✓			✓	1	✓		✓				✓	1	
✓			✓				1	✓	✓	✓				✓	2	
✓		✓	✓	✓			1	✓					✓		1	
✓	✓	✓		✓	✓		3	✓	✓					✓	2	
✓				✓		✓	2	✓	✓	✓	✓		✓		1	
✓		✓	✓			✓	1	✓	✓	✓		✓	✓	✓	3	
	✓	✓				✓	2	✓		✓		✓			1	
✓				✓			4	✓		✓	✓	✓	✓	✓	1	
✓	✓			✓	✓	✓	3	✓	✓		✓			✓	1	
✓	✓	✓		✓		✓	4	✓	✓	✓	✓	✓		✓	1	
NO REPORT							7	50	23	24	16	27	18	21		
							63								37	100

This reappears as follows:

90 - Supervise to improve teaching.
82 - " to improve learning.
53 - " to rate the teacher.

The emphasis here is placed on the newest educational theory of supervision - the observation of the teaching act, and the stimulation of the learning process. The "inspectorial" function that is generally considered in line with rating drops here from 82% and 90% to 53%.

Chart 1V itemizes the point of "Objective Evidence That Supervision has proved Beneficial."

The writer feels the need of acknowledging here, the sincerity which marked the reports.

A number of the principals felt that they had no actual figures, but the trend in the school, they maintained, distinctly pointed to the evidences that they indicated. The principal of the largest school reported that his estimate of such improvement came from the results of standard tests; another held that this evidence was seen in the "study improvement in our guide sheets - Dalton plan". Others considered that it was "hard to prove but easy to believe." "I believe it", came categorically from others. Because of the general care and thought that the reports showed, the writer feels that the checked items are highly significant in their estimate of the beneficial results of supervision. It is worthy of consideration that only 7 out of the 100 failed to answer this item. Nine principals gave credit to supervision for all the items mentioned.

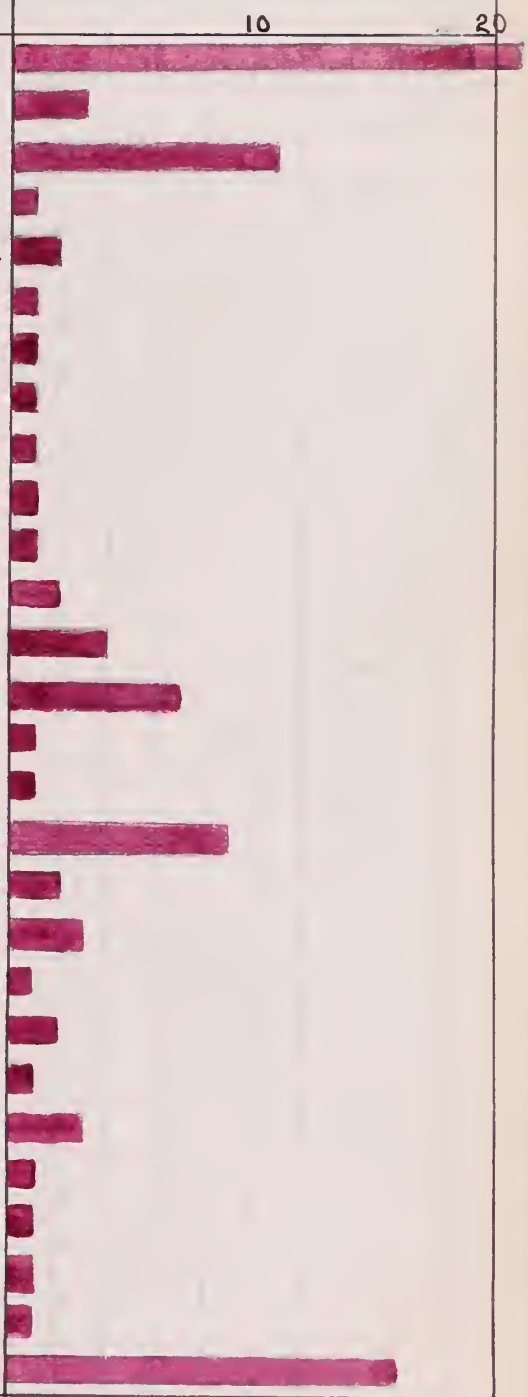
In detail -
50 - Reported improvement in the "teaching process".
27 - " " in teachers' interests in professional courses.
24 - " " in raising pupil interest in English.
23 - " " in morale.
21 - " " in lessening the number of failures.

CHART V.

THE HEAD OF THE DEPARTMENT
METHOD OF APPOINTMENT

By Recommendation of Principal	By Recommendation of Superintendent	By Examination	By Rating Scheme: Examination	Teaching Experience	Executive Experience	Including Academic Training	Including Professional Training	Number of Schools
x								21
	x							3
x	x							11
		x						1
x				x	x		x	2
x				x	x			1
x			x			x		1
x	x				x	x		1
	x			x			x	1
						x	x	1
x	x		x			x	x	1
	x			x	x	x	x	2
x				x		x	x	4
x				x	x	x	x	7
x					x			1
x					x		x	1
x	x			x	x	x	x	9
x		x	x	x	x	x	x	2
x	x			x		x	x	3
x				x				1
x	x			x			x	2
x	x	x	x	x	x	x	x	1
		x	x	x	x	x	x	3
x				x		x		1
x			x	x	x	x		1
x			x	x	x	x	x	1
	x			x				1
NO REPORT								16
20	11	4	7	17	13	15	15	100

GRAPHIC REPRESENTATION OF THE NUMBER OF SCHOOLS



18 - Reported increased cultural courses.
16 - " bettered pupil study habits.

The method of appointment - Chart V - has already been considered (p.55). The greatest per cent comes by recommendation from the principal:- 21. This method is followed by recommendation of the principal and the superintendent; then by recommendation of either or both, and a rating scheme. This covers 57%. The 43% remaining, are scattered in the combinations seen on the graphic representation marked "B".

Head of Department Reports

Chart Vl. Gives the number and per cent of the reports in regard to the relationship of the head to the principal.

Out of the 80 reporting

A. 71 contribute to the organization of the English course.

B. 58 help to outline college preparatory courses

C. 53 form a part of the advisory council.

D. 42 outline courses of study for commercial groups.

E. 33 " " " " " industrial groups.

Chart Vll. Gives the official with whom the head of department is concerned in her work. This relationship extends from the principal, the state supervisor, the city-wide supervisor, and to all three in certain cities.

Chart Vlll. Has three divisions - "A" gives the number of those holding some form of the departmental group meeting. "B" points out the frequency of meetings. There is no uniformity in this practice. Some hold meetings monthly, some bi-monthly, some weekly, some bi-weekly, some every three weeks, some once a semester or three times a year. A few definitely report "irregular". Some of the comments on this item were as follows:-

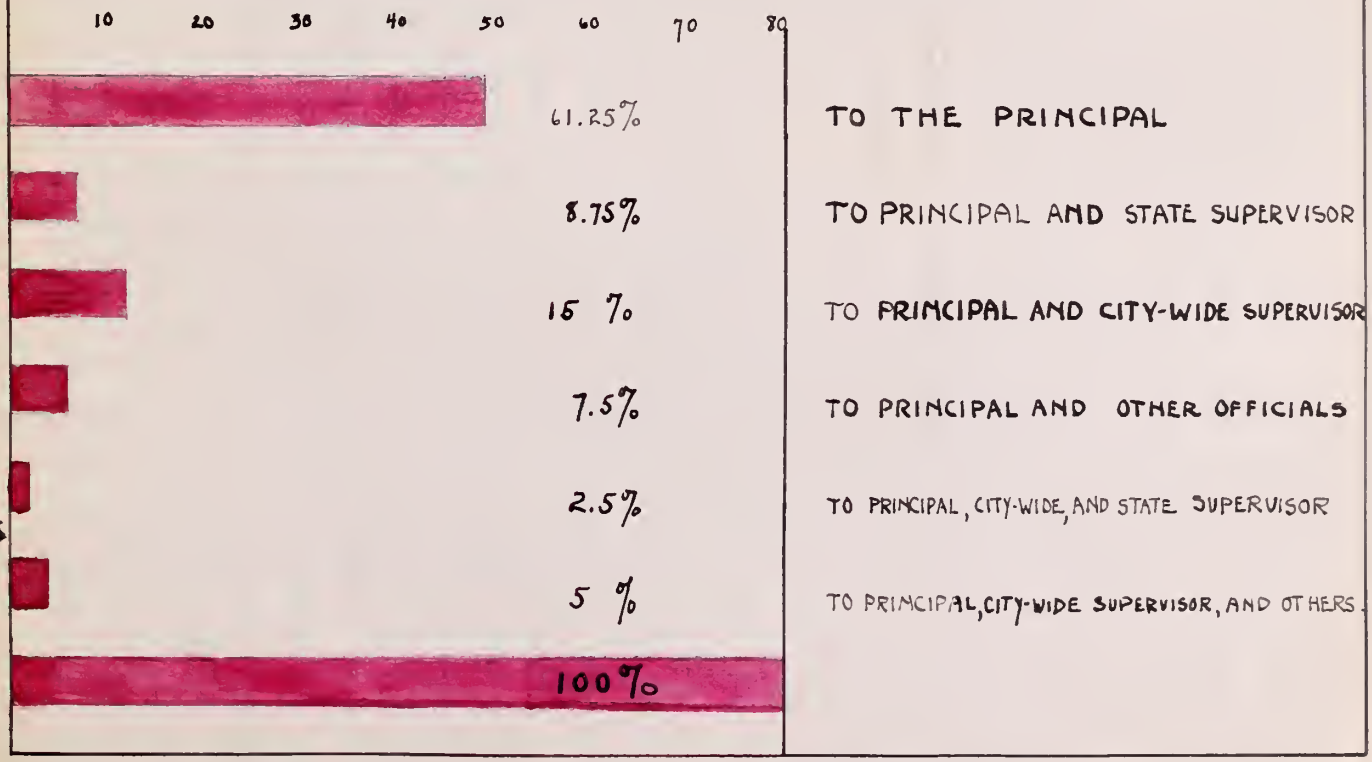
CHART VI.

THE HEAD OF THE DEPARTMENT IN RELATION TO PROGRAM OF STUDIES

	INVESTIGATION CARRIED ON IN 80 SCHOOLS	NUMBER OF SCHOOLS	
		NUMBER	PER CENT
1.	THEY FORM PART OF AN ADVISORY COUNCIL	53	66.25
2.	THEY CONTRIBUTE IN ORGANIZATION OF ENGLISH COURSE	71	88.75
3.	THEY HELP TO OUTLINE COURSE OF STUDY FOR COLLEGE PREPARATORY STUDENTS.	58	72.50
4.	THEY AID IN OUTLINING COURSE OF STUDY FOR PUPILS TAKING COMMERCIAL COURSE.	42	52.50
5.	THEY HELP TO OUTLINE COURSE OF STUDY FOR PUPILS TAKING INDUSTRIAL WORK	33	41.25

CHART VII.

THE RELATIONSHIP OF THE HEAD OF DEPARTMENT



"When necessary".
"Twice yearly the principal and the head of the department make a visit to each teacher which is announced in advance. Others are unannounced whenever there is any need."
"We meet whenever anything comes up which concerns the group."
"Entire group once a month, sections as often as the occasion demands."
"Not at stated periods. Infrequently."
"Occasionally".
"Not regularly".

"C" gives the number who reported conducting research or project work. Table 8 gives the kinds of projects reported. Table 9 gives the research problems undertaken in these reports of the English department. The difference between the numbers who have reported any project and those who held that they do no conduct any, is slight.
39 affirmative: 41 negative. Thirty reported that the department attempted to do some research work. There is apparently a lack of interest or of time given to research study for fifty failed to report on this item.

The fundamental weakness in the consideration of the classroom visit is due to the fact there there is no agreement here as to what constitutes a visit. Undoubtedly, too, the wording of the question was loose. The results however, gave these figures for the number of visits per year.

Range from 306 to 3 with a median at 20:

Monthly	"	"	160 to 1	"	"	"	"	8:
Weekly	"	"	45 to 2	"	"	"	"	5:
Semester	"	"	100 to 1	"	"	"	"	12:

There was a scattering of replies "varied" "irregular" "when necessary;" "In seven schemes the department head did no visiting."

THE RELATIONSHIP OF THE HEAD OF DEPT. TO ENGLISH DEPT.

DEPARTMENTAL GROUP MEETINGS		TOTAL NO. OF SCHOOLS	THE FREQUENCY OF MEETINGS									TOTAL	DEPARTMENTAL PROJECTS		TOTAL	RESEARCH PROBLEMS		TOTAL
YES	NO		NO RESPONSE	MONTHLY	BI-MONTHLY	WEEKLY	BI-WEEKLY	EVERY 3 WEEKS	4-8 TIMES A YR.	SEMI-ANNUALLY	IRREGULARLY		YES	NO		YES	NO	
NO. 77	3	80	6	44	2	1	11	1	8	2	5	80	39	41	80	30	50	80
% 96.25	3.75		7.5	55	2.5	1.25	13.75	1.25	10	2.5	6.25		48.75	51.25		37.5	62.5	

CHART VIII.

DEPARTMENTAL GROUP MEETINGS: THE FREQUENCY OF MEETINGS

On the item of "kind of visit" no one reported the practice of making only the "expected" visit. Both kinds were reported with a ratio that differed from 1 : 1 to 1 : 3. The total number reported

54 - expected

105 - unexpected

60 - "varied
(The items are not exclusive)

Forty-one (41) reported the length of visit to be the entire period; 46 considered a part of the period - from 10-20 minutes a "visit". Here again practices are not confined to the one or to the other type. The ratio reported in some cases was 1:4.

Of the 80 heads of departments whose answers are here considered, 64 replied in definite terms to the items listed under purpose of visit. These items were not mutually exclusive.

67 - reported rating teaching.
64 - observation of teaching.
41 - for observing a problem.
29 - checked a scale without giving the kind. One sent the scale used. (See Appendix C) Phoenix Self Rating Card.

The others rated by "personal impression." The rating was not apparently taken by these heads in the generally accepted term. Any visit for any purpose seemed to come under the head "rating teaching." One head severely took the writer to task for expecting a head to use such a "whip over cultured teachers."

One head of department was a little horrified at the assumption in the question of rating and wrote "NO!"

Certain other comments were:

"To watch the individual pupil."

"Purpose of rating entirely incidental at times of observation of problem."

"For work planned and completed."

FOLLOW UP OF VISIT BY HEAD OF DEPARTMENT

CONFERENCE AFTER VISIT						INITIATIVE IN GETTING THE CONFERENCE						TYPE OF CONFERENCE				EXPLANATION OF RATING TO TEACHER			VALUE DERIVED FROM SUPERVISION OF ENGLISH IN SECONDARY SCHOOLS												
WITH NEW TEACHER			WITH EVERY TEACHER			HEAD OF DEPARTMENT			THE TEACHER										OBJECTIVE EVIDENCE												
YES	NO	NO DATA	YES	NO	NO DATA	YES	NO	NO DATA	YES	NO	NO DATA	PRIVATE	PRIVATE AND IN PRESENCE OF PRINCIPAL	PRIVATE AND IN PRESENCE OF OTHERS	NO DATA	YES	NO	NO DATA	STRENGTHENED PUPILS' INTEREST IN ENGLISH			RAISED THE STANDARD OF TEACHING			DECREASED THE NUMBER OF FAILURES			BETTERED THE MORALE OF THE ENGLISH DEPARTMENT			
																			YES	NO	NO DATA	YES	NO	NO DATA	YES	NO	NO DATA	YES	NO	NO DATA	NO. OF SCHOOLS
62	1	17																													" " "
			32	31	17																										" " "
						52	11	17																							" " "
									8	55	17																				" " "
												52	3	3	22																" " "
																8	50	22													" " "
																			36	16	28										" " "
																						48	4	28							" " "
																									39	13	28				" " "
																												41	11	28	" " "

CHART IX.

"To coordinate work of teachers who are with other instructors."

"Only to discuss books - kind and number required - not official and no relation to method of doing work."

These comments as well as the variation in the statement of purpose seems to indicate that in a very large measure heads of departments are still finding their place in the service. Either because of lack of power from administrative heads or from the pressure of the personnel below, there does not in these replies seem to be any accepted practice of what the visit to the classroom should be; to stay any recognized amount of time; to plan a definite purpose for the visit; or to make a required number of visits to each teacher throughout the year, the semester, the month or the week. If such service as department heads is to acquire any significance, it would seem that these vital considerations should be professionalized according to accepted educational standards - though these in turn may have to be established.

Chart 1X gives an idea of the "Follow Up" of the visit.

62	-	report a conference with the new teacher visited.
1	-	no conference with new teacher.
32	-	report a conference with every teacher.
31	-	no conference with these teachers in the service.
8	-	report that the conference is initiated by the teacher.
55	-	report the conference initiated by the head of the dept.

The type of conference is in almost the entire hundred per cent private. Three report that sometimes their conference is private and sometimes in the presence of the principal or of the principal and some other official.

Eight heads of departments or 21:70 report that they explain their system of rating.

Two said they explain when asked; one, that the teacher can get the explanation from the principal. The maximum amount of good

does not seem possible when the teacher does not know the common ground upon which the supervisor and teacher are standing.

The difference between the visitation numbers and conference numbers is somewhat accounted for by the following remarks:

> "We follow up by general suggestions to the teachers in department meetings."
>
> "We do not follow up the visit. If there is anything to mention, I do it in an informal way."
>
> "Frank, friendly intercourse prevails in an old established school, with an unchanging personnel in the department."

On the whole this is the one outstanding item that shows some standards of an accepted nature; there is a conference with new teachers; the head of department takes steps to arrange it; it is a personal conference.

The item on objective evidence is given in the latter part of Chart IX.

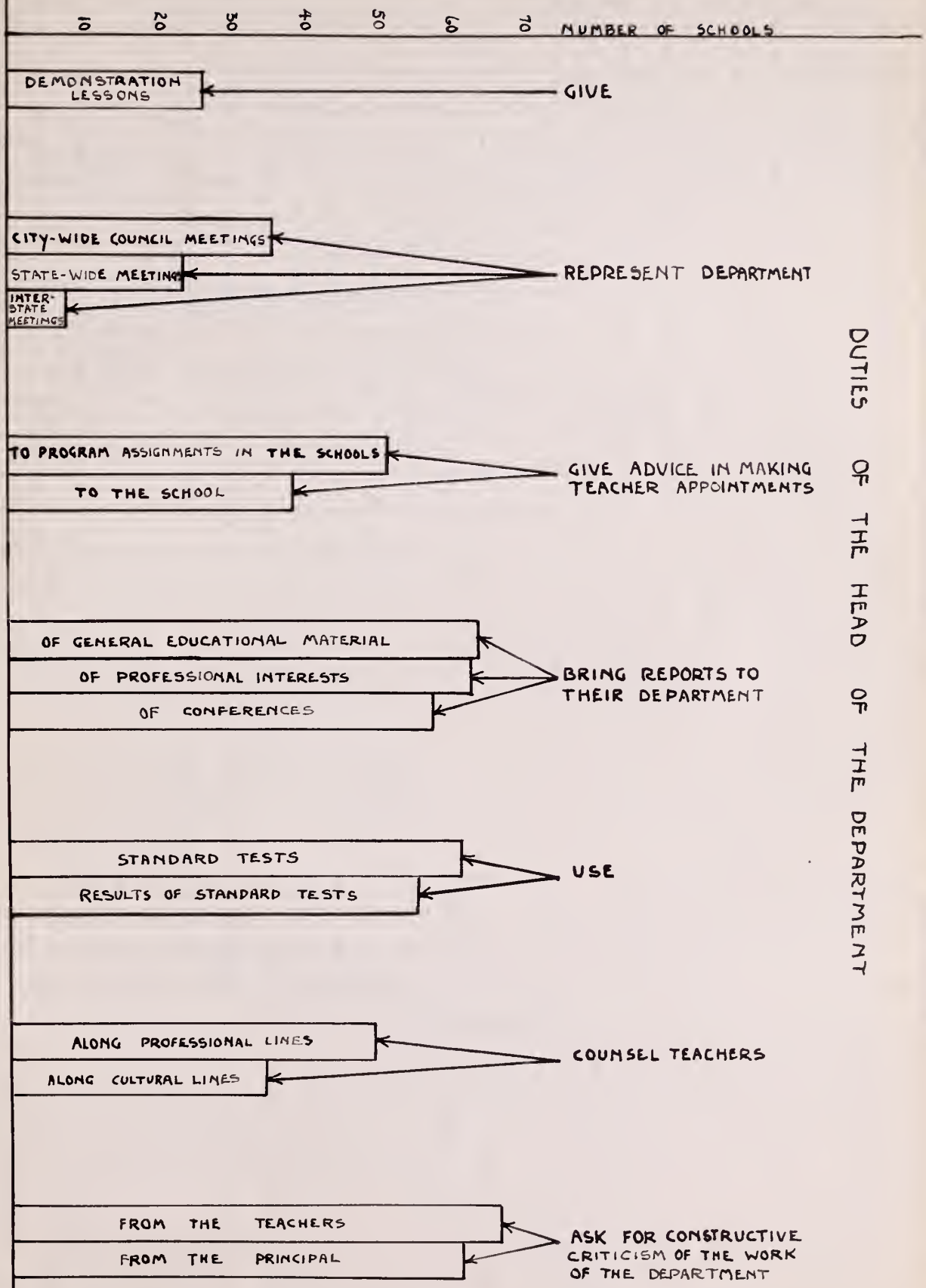
		Head of Dept.	- Principal
A	Pupil Interest Strengthened	36	24
B	Raised standard of teaching	48	50
C	Decreased Number of Failures	39	21

(N. B. 29 failed to report on this item)

In justice to those who reported on this point as well as to those who did not, it is necessary to quote several of the annotations that heads put on this question.

"I have nothing scientific, but I feel it to be so."
"I think I may have, when I can get time to formulate some statistics."
(pupil failures lessened)
"No evidence that could be brought to court."
"By carrying ideas from teacher to teacher, I find that the best become adopted" (teaching practices improved).
"The morale is excellent but I have no evidence to prove it."
"I feel convinced that these are true, but I have no evidence to prove it."

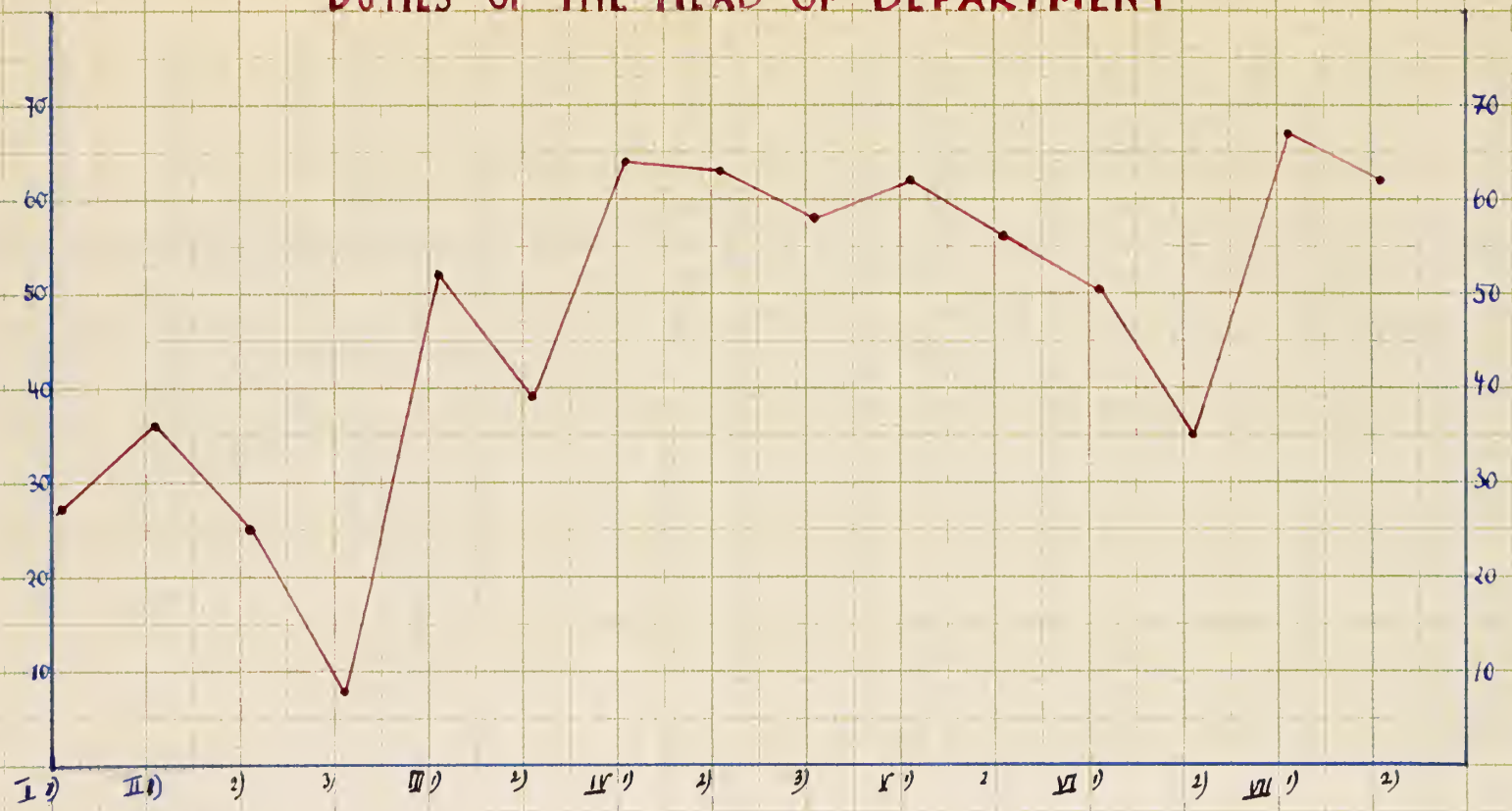
CHART X.



DUTIES OF THE HEAD OF THE DEPARTMENT

INVESTIGATION WAS CARRIED ON IN 80 SCHOOLS

DUTIES OF THE HEAD OF DEPARTMENT



I 1) GIVE DEMONSTRATION LESSONS

II REPRESENT DEPARTMENT
- 1) CITY-WIDE COUNCIL MEETINGS
- 2) STATE-WIDE MEETINGS
- 3) INTER-STATE MEETINGS

III GIVE ADVICE IN MAKING TEACHER APPOINTMENTS
- 1) TO PROGRAMM ASSIGNMENTS IN THE SCHOOL
- 2) TO THE SCHOOL

IV BRING REPORTS TO THEIR DEPARTMENT
- 1) OF GENERAL EDUCATIONAL MATERIAL
- 2) OF PROFESSIONAL INTERESTS
- 3) OF CONFERENCES

V
- 1) USE STANDARD TESTS
- 2) USE RESULT OF STANDARD TESTS

VI COUNSEL TEACHERS
- 1) ALONG PROFESSIONAL LINES
- 2) ALONG CULTURAL LINES

VII ASK FOR CONSTRUCTIVE CRITICISM OF THE WORK OF THE DEPARTMENT
- 1) FROM THE TEACHERS
- 2) FROM THE PRINCIPAL

"My teachers were all experienced and efficient when appointed" was the comment by one head, which makes one feel that either she was modest or her department is static.

"The less the supervisor, the better the morale" - beyond argument, this may be true, but that, again, is a charge against the individual and not the profession of supervision.

This question called for objective evidence; scientific evaluation makes such a demand; this was recognized by the heads of departments in the qualifications they made of their statements. Yet even in court, there is such a thing as "competent evidence" - such evidence as comes from a recognized authority in the field. The statement "I feel convinced that these are true" etc. came from the head of one of the largest schools in the east. The comparison of principal's evidence on three of the items shows almost complete accord on the improvement of teaching. The lessening of failures seems to show a wide variation, but in raising the pupil interests in the subject, both head and principal have placed it third on their list of results of supervision. The writer agrees that there is room for a more scientific evaluation before a final conclusion is reached that supervision here has actually been the factor, or to what extent it has governed the fact, in raising the standard of teaching, decreasing the number of failures, bettering the morale of the department, and strengthening pupil interests in the subject. Nevertheless, the statements of these principals and heads of departments in favor of such a deduction should not be minimized.

Chart X is self explanatory. Some of the activities of the heads of departments here listed are tabulated as follows:

64 - bring reports of general educational material to the departments.
63 - bring reports of professional interest.
62 - give standard tests.
58 - bring reports of conferences.
56 - report the use of the results of tests.
52 - help in program assignments.
50 - counsel teachers along professional lines.
39 - advise in making teacher assignments to the school.
36 - represent the department at council meetings.
35 - advise teachers along cultural courses.
27 - give demonstration lessons, open their classes for observation or arrange for such lessons.
25 - represent the department at state wide conferences.
8 - represent the department at inter-state wide conferences.
(N.B. One noted her representation at international conferences.)

Table -12- gives a list of the tests reported by some of these department heads.

Supplement B gives the Julia Richman High School Report of "Results of Tests Used in the Department of English for the term - February to June 1928." It is one of the best evidences of the modern trend in diagnosing, remedying, and checking improvements through a testing scheme.

That heads of departments are alert to the needs for improvement and seem willing to accept criticism of their procedures is evidenced by item "G" the last in the topic. Here appears the largest single number answering this question asking for "constructive criticism" of their department.

67 - ask for this criticism from teachers.
62 - " " " " " principals.

The variation is small, but possibly significant in the relationship to the supervision of instruction which should bring the head in very close touch with the individual teacher.

Some heads of departments generously gave of their time to answer "Suggestions".

One or two suggestions offered by these heads of departments

will show the professional attitude that they hold for the supervisory work of their office.

"Certain uniformity must obtain but the individual teacher must feel that, after consultation, she can work out her own scheme."

"Supervision by one person of an entire city system. Aim continued for definite growth with definite standards."

(The principal here added: Enough time in schedule properly to supervise.") His was not the school where the head of the department wrote,"I have not time to visit classes as I have seven daily periods of teaching, or supervising study halls."

"I believe that one should seek out the best teachers to be found, explain to them the results one expects and to leave them to a great extent to their own devices. One of the most important results that I look for is growth in the teacher of a feeling of personal responsibility for the general efficiency of the department. Another important result is a spirit of cooperation and loyalty with and to each other. My visits to classes are always in the nature of a means of getting together "Have you any problems that we need to work on together?" "Can I help in any way?" I am frequently invited to come and visit classes either because of their excellent work or because of the problems they represent; and samples of work are frequently submitted to me - the poor work is brought me by the teacher, for discussion; the excellent work is brought by the pupil himself - it is regarded as an honor to be permitted to bring to the attention of directors work which is outstanding in its excellence."

Table 10.

Some Projects Reported

Berkeley, Senior High, Berkeley, Calif.
Essay Contests, dramatic projects, speaking at banquets, etc.

Cleveland, Ohio, Audubon Junior High School
Publication each year of two books containing the best prose and verse written in the English classes.
Publication of "Practice Sentence Book" for use in English classes.
A Poetry Club and two special classes for "Creative Composition Work."
Three Dramatic Classes with usual stage productions.
Two "Journalism" Classes that publish school paper monthly.
One auditorium program a semester.

Cleveland, Ohio., Collinwood High School.
"The entire department has been re-grouped into small committees carrying out general and specific projects in
1. Motivation - 2. Creative writing (results interesting)
3. We are trying special coaching classes to raise the calibre of English usage employed by our pupils."

Denver, Colorado- South Senior High
Revising course of study
Experimenting with sophomore composition work throughout the city.
Modified content courses are being given for those pupils who are deficient in "verbal intelligence."

Holyoke, Mass.
Publish a four page newspaper every week. The English department as a whole contribute literary material. Suggestions for appointments on the staff are made by teachers. Prize contests in short story writing have been held. There is the tendendy to make the publication of the Year Book an English project.

Indianapolis, Indiana, Shortridge High School.
1. Teaching methods
2. Curriculum revision
3. Outside reading lists
4. Spelling

Little Rock, Arkansas-Senior High
1. Vocabulary tests on many of the classics, e.g. Silas Marner
2. Made objective reading tests on approximately 100 standard and modern outside reading
3. Objective examinations on a large proportion of the class room work.

Milton, Mass.,
One Year a study of Ward's "What is English" another year Brown's "How the French Boy Learns to Write" and another Bezard's "My Class in Composition."

Minnesota University High School
Dramatics and Publication

Oakland, California - Fremont High
1. Original Books of Poetry
2. Biographical projects
3. A Fremont "Who's Who"
4. Illustrative models in clay, wood, soap.

Patterson, New Jersey, Central High
Projects in Grammar - in the teaching of rhetoric and in literature

Patterson, New Jersey (George J. Steinmetz, Head of Dep.)
Improvement in Fourth and Sixth Semester in Spoken and Written English

Portland, Oregon - Washington High
Project in grammar

Portsmouth, New Hampshire
Assembly programs - class plays - school paper

South Bend, Indiana
Follow up in home reading, library talks, essentials in writing.
Participate in interscholastic contest at the University of Chicago

South Philadelphia, High School for Girls, Penn.
Speed Drives and "soft voice campaigns" throughout the year
Dramatization of literature for classroom and assembly
Correction of foreign accent through individual and group work

Wakefield, Mass., Wakefield High
Improvement in Oral programs - for variety and quality
Better motivation in work
Use of supplementary reading

Wilmington, Delaware, Wilmington High
Revision of course of study
Text book situation
Department has developed and published a book list for outside reading
Oversees the publication of school, debates and dramatics

Research Problems Reported

Terre Haute:

Curriculum research under the leadership of a University man.

Newport News, Virginia, High School: Miss Gladys Gambill, Head of English Department:

The entire department cooperated in putting on an English drive, which consisted of drill on the same principles in all English classes on the same day and which was followed by a uniform test of 121 elements on the same principles.

Learning exercises of 35 to 50 elements were provided the entire school on each principle of usage. In five days the department used 20,000 sheets of mimeographed exercises and the test. (Size of school-1,000) The test was given in home rooms, to generalize its influence. Each class set its own median and each pupil was graded according to the median of his grade. The senior median on the test of 121 elements was 73, whereas the junior median was 70. The sophomore 65, and the freshman, 63.

Principles used in the test should have been given above:

1. Recognition of restrictive and non-restrictive phrases and clauses
2. Use of the participle to subordinate
3. Case of pronouns
4. Agreement of subject and verb
5. Agreement of pronoun and antecedent
6. The use of the semi-colon
7. The use of the comma with independent elements
8. Verb usages
9. The period

Good results of thetest:

1. To throw spot light forcibly upon principles
2. To provide opportunity for reviewing and bringing up the curve of retention.

Little Rock, Arkansas, West Side Junior High:

Care of the school library - through Utility Club - mending and binding books.

Sponsoring Presidents Club - teaching pupils to conduct meetings, etc.

Composition project (Papers printed)

Manchester High School, Clarence A. Davis, Head of Dept. South Manchester, Conn.

Preparation of List of Minimum Essentials

Preparation of outside reading list

Conference on Problems in written and oral English for '28-29

Holyoke, Mass.

Through medium of diagnostic and accomplishment tests we are experimenting now in the placing of teaching emphasis on grammar, composition, etc.

Table 11.

Research Problems Reported (2)

Cleveland, Ohio- Audubon High

1. Silent Reading - effort to note improvement in semester's time.
2. Establishing minimum essentials - norms in English grammar for each grade and section according to P.L.R. (I_2) Rating

Berkeley California High

Experimenting on "size of classes" one 25, the other 50 equal student

Little Rock, Arkansas, Senior High

1. Made a thorough examination of courses to evaluate their own
2. Examined the field of grammar teaching in regard to time, amount, etc. "We have never lost sight of its value and held tenaciously to its importance." (Head of Dept.)
3. Made departmental investigations as to grade courses- vocational, commercial-
4. Attempting to teach college preparatory, vocational, and commercial pupils under different regulations
5. Made a study of English in relation to individual differences
6. Regulate amount of outside requirements and memory work- basis is test for rating pupil learning ability)

Dallas, Texas- North Dallas High School

Dividing pupils into ability groups with differentiated assignments.

Hold a ninth period class for two subject and three subject failures (taught by Methodist Univ. Students taking educational courses)

Revising course of study and administration of department.

Table 12.

Tests Reported Used

Chicago Practice tests for Mastery

Objective Tests

Tressler's Minimum Essentials

English Survey Tests from New York

Pressey Tests

Pribble - McCrory Diagnostic Tests

Pressey - Conkling (for structure and grammar-1929)

Civil War Code for learning ability

True and False Tests-matching and completing

Terman Intelligence and Stanford Reading

Inglis Vocabulary

Mullen and Lanz (Ginn and Co.)
Various ones published by Ginn

Abbott Poetry Test

Atlanta Objective Tests

Cross Diagnostic

Hillegas Scale for Composition

Gray Reading Tests

Thorndike-McCall Reading Tests

Briggs Form Test

Hudelson Composition Scale

Kirby Grammar

Wilson Language

Haggerty Reading

Ginsburg-Inglis Minimum Essentials

Annul State Department tests

Pressey-Haggerty

Pressey and Batavia

Inglis and Iowa

Philadelphia English

Tests Reported Used (2) Table 12.

Logasa-Wright Tests in Appreciation of Literature

Minnesota Tests

Briggs Monroe

Abbott-Trabue

Spelling Tests

Allan-Murphy test and Drill Books

A number of schools make their own diagnostic tests and minimum essentials. The results of tests in the lower classes are often used for remedial work in upper classes.

"Supervision in the better and wider sense means planning and coordinating the English courses so as to save the teachers' time and leave her free for the teaching. It means that the supervisor shall see to enriching the courses so that the pupil will find them interesting."

STUDENT QUESTIONNAIRE.

The foregoing information obtained from the principals and the heads of departments gave data in regard to practices and attitude of two officials closely in touch with the training of youth in English. It seemed desirable to get a viewpoint from the adolescent himself on this training in the vernacular. A questionnaire was therefor submitted to a student body sufficiently removed from the secondary school years to have acquired a certain perspective upon their English courses. Five hundred eighty (580) students answered the accompanying questionnaire. Geographically they represent many of the states of the country and Porto Rico.

The numbers came in almost equal proportion of the sexes. Boston University - School of Education - College of Liberal Arts, the School of Business Administration - Simmons College and the Teachers' College of the City of Boston participated. A further check on the curriculum was made by submitting the same questionnaire to 100 unselected adults. These also came from various parts of the Country. There are in the group merchandise men, several accountants, medical men, advertising men, a professor of chemistry, some doctors, a dietitian, several junior high school principals, a school superintendent, several teachers, and an unclassified group in the industries. Men were in the majority in this group.

No preparation was made for answering these items.

Summary of Question 1 - "When you were in high school was English the subject you liked best, least, or were you indifferent to it?" Table 11 gives the number and the per cent for each item based on the total answering the question. There seemed to be a hesitancy to say that they actually liked the subject least or were really indifferent. But the check was used and the comments omitted at this point.

Table 13.

Question 1: "When you were in high school was English the subject you liked best, least, or were you indifferent to it?"

	No.	%
Liked English Best	267	51
Liked it Least	29	6
Was indifferent	224	43

Total answered: 520
No reply: 60

The striking feature in these replies is the small per cent of those who acknowledged the subject to be the least liked in the school program. The per cent for regarding the subject as the best liked is reassuring to the one who has faith in the value of the subject. But that so large a per cent were indifferent - even considering the term as modified by "well, not exactly" etc.- gives the teacher and supervisor a basis for investigation. This is sound, inasmuch as many of the comments in Question 111 and 1V recognized the value of the study: therefor the subject itself is not per se at fault. The order of causes given for the attitudes also seems to bear this out.

Question 11: Can you assign any reason for your attitude, such as

A. The Teacher's personality

B. The Method of teaching

C. The subject matter - Grammar - rhetoric - oral or written composition, literature

Table 14 - Part A - gives the figures for each point scored as counting in the attitude. Part B is a comparison in rank of items listed under each reading.

Table 14 Part A

Question 11 Assignment of reasons for attitude to English:

Numbers and per cent.

Factors in those who liked Subject	Best		Least		Indifferent	
	No.	%	No.	%	No.	%
Personality	162	32	11	2	80	16
Method	95	19	11	2	93	18
Rhetoric	37	7	10	2	36	7
Grammar	42	8	11	2	54	11
Oral Composition	45	9	10	2	49	10
Written Composition	116	23	16	3	71	14
Literature	136	27	7	1	48	9

No report - 80

N. B. Items are not exclusive

Table 14 Part B

Comparison of order of items that affected attitude to English

Best Liked			Least Liked			Indifferent		
	No.	%		No.	%		No.	%
Personality	162	32	Written	16	3	Method	93	18
Literature	136	27	Pers			Pers.	80	16
Written Comp.	116	23	Method	11	2+	Written	71	14
Methods	95	19	Grammar			Grammar	54	11
Oral Comp.	45	9	Rhetoric			Oral	49	10
Grammar	42	8	Oral	10	2-	Litre.	48	9
Rhetoric	37	7	Litre.	7	1	Rhetoric	36	7

Part C

Wherein the individual items figure for all reasons assigned.

Personality	253	50%
Written Composition	203	40%
Method	199	39%
Literature	191	37%
Grammar	107	22%
Oral Composition	104	21%
Rhetoric	83	16%

The leading factor that tended to establish an indifferent attitude to the subject is "method"; it scores 18%; if the teacher's personality - a concomitant, more or less, is added - 16% - the total of 34% is reached which makes this consideration prepondering and leaves roughly about 12% each for the five other causes enumerated. Again, for those who liked the subject best, personality played the largest role; but literature is a close second. From both angles, the students show a marked opinion that in this subject the living contact vitally affects the attitude to the

subject. This same point is seen in the "Type Order" (Part C) a purely objective consideration of the degree in which each item affects the attitude of the student. Here method is subordinated to personality as well as to subject matter. This emphasizes the conclusion that the adolescent appreciates the study of the vernacular but needs an inspiring personality to help him in its understanding.

Choice of Literature.

The request for naming actual works that tended to increase or decrease the liking for the subject brought 310 replies which named works that had made the subject better liked; and 170 that lessened the regard for the subject. The results were obtained by assigning to each name the number of times it appeared. Table 15 is divided into two parts: "A" lists the 310; "B" lists the 170.

Table 15.

Part A - Literature affecting students attitude favorably - number of times item is mentioned.

Shakespeare	59
Macbeth	93
Hamlet	35
Juluis Caesar	29
M. of Venice	15
As You Like It	12
Tempest	2
King Henry V	2
King Lear	1
Taming of Shrew	1
Twelfth Night	1
Novels	
Dickens	14
Tale of Two Cities	54
David Copperfield	8
Pickwick	1
Oliver Twist	1
Eliot, George	46
Silas Marner	42
Mill on the Floss	2
Hawthorne	
House of Seven Gables	11
Scattering Novels	
Pride and Prejudice	4
Cranford	5
Last of the Mohicans	2
Conrad	1
Silas Lephan	1
The Virginians	2
Vicar of Wakefield	2
Ordeal of Richard Feverel	2
Tennyson	10
Idylls of the King	35
Milton	28
L'Allegro	13
Il Penseroso	9
Lycidas	3
Comus	1
Paradise Lost	1

Scott	11
Ivanhoe	24
Lady of the Lake	14
Quentin Durward	3
Blackmore	
Lorna Doone	21
Thackeray	16
Henry Esmond	19
Vanity Fair	2
Virginians	2

Scattering Poetry	
Hound of Heaven	3
Int, of Immortality	1
Modern Poetry	14
Schrab and Rustum	6
Canterbury Tales	11
Poe	1
Spencer	2
Ancient Mariner	8
Odyssey	4
"Poetry"	17
Contemporary Verse	2
Browning	7
Vision of Sir Launfal	1
British Verse	1
Cotter's Saturday Night	1
Oxford Book of Verse	2
Amy Lowell	1
Golden Treasury	8
Byron's Poetry	4
Shelley's Poetry	6
Keats	7
Pope	1

Table 15

Part B - Literature affecting students' attitude unfavorably - number of times item is mentioned.

Burke	32
House of Seven Gables	4
Macbeth	17
Merchant of Venice	8
Silas Marner	14
Tale of Two Cities	11
Hamlet	7
Shakespeare	8
Julius Caesar	5
Henry V	1
Lady of the Lake	6
Poetry	1
Ancient Mariner	4
Milton	6
Il Penseroso	5
L'Allegro	7
Comus	3
Idylls of the King	5
Spectator	4
Washington Irving	2
Life of Johnson	7
Novels	
Cranford	2
Tom Sawyer	1
Lorna Doone	3
Scott	4
Ivanhoe	5
Quentin Durward	1
Henry Esmond	3
David Copperfield	2

A Few Works Matched

Favorable		Unfavorable
15	Burke	32
42	Silas Marner	14
54	Tale of Two Cities	11
93	Macbeth	17
55	Milton	21

It must be acknowledged that the number of works lessening the pupil enjoyment would have been increased if each of the remaining scattered works mentioned once were recorded. It did not seem significant, however, inasmuch as no one pretends to the ambition of making every student like every single book read.

The lists are significant, however, in that they shed light upon the reasonableness of the suggestions that the students make in their criticism of the English courses. The cry for more of the "moderns" is not far-fetched when one finds but two or three names of this century in the lists of fiction.

The drama is poverty-stricken, if we except Shakespeare. But the secondary school student does not feel the grip of the drama in Shakespeare unless he is dramatized. Macbeth- in whatever spelling - leads with college board encouragement. Burke's Speech - method and not wholly matter apparently kills.

The leading novels seems to be

A Tale of Two Cities
Silas Marner
Ivanhoe
Henry Esmond

The poetry courses seem to be the richest in variety of time as well as subject matter. For there are more points scored for something of the moderns, for example, than in any of the other items of "English".

The weakest point is in the "prose works"; the 20th century has not yet arrived in our secondary school English courses apparently. Again no attempt seems to be made to direct the periodical reading of these adolescents; two magazines are mentioned but not a newspaper in an English curriculum of from four to six years of study!

The students' summary for curriculum revision seems not unjustifiable - more variety, more opportunity to get acquainted with modern works; more short stories, more plays, more periodical literature, and more literature that reflects the life of today.

Question III: Have any effects remained to the extent of governing choice of work, profession, or further study.

Over sixty per cent - 353 - answered that English had influenced them in their choice of work, profession or further study. Of this number 11% said that they felt the need of English in their work - secretarial, salesmanship, "business" generally. One hundred and twenty-seven (127) or 22% held that the subject governed them in their choice of a profession - journalism, advertising, librarian, short-story writing, economics, law, and the arts. Sculpture, and music were reported by two who desired to corrolate these with poetry. In other words 33% were influenced vocationally. On the other hand, 161 or 28% of those reporting intended to continue some study in English for cultural purposes - a result not far from the engineers report cited on page 97.

Perhaps we should have looked for a higher per cent of those influenced. Possibly that was the fault of the writer's wording of the questionnaire. Had room been made for "ideals", undoubtedly the numbers would have been greatly increased. This seems a valid conclusion from the general tone of earnestness in the replies.

Table 16.

Effects of attitude to the extent of governing choice of work, profession, further study.

	Nos.	%
Work	65	11
Profession	127	22
Further Study	161	28
Total Replies	353	

Table 16 attempts to tabulate the results of the suggestions made on the two parts of question IV - what would make the subject more enjoyable and what would make it more profitable. (The adult results may also be seen on that table).

Four hundred and two (402) answered on the point of "enjoyment"; 352 on making the subject more profitable. A few gave the blanket answer that whatever would make the subject more enjoyable would automatically make it more profitable. The writer is far from disagreeing. Of the adults- 70 answered on the first point and fifty on the second. (The items were not at all points exclusive). Here, too, the advice to make the subject more enjoyable in order to make it profitable had a standing.

Part B gives the order of suggestions by students and adults in accordance with the number of times each appeared in the answers. Here the two points are put together in conformity with the idea that there is much of truth that unites them.

Among the students, the suggestion for holding discussions in the classroom, permitting freer expressions of opinion instead of "returning the teacher the opinion she has", figured most prominently. Next to this came the teacher's personality. (Quoted comments follow). Among the items of subject matter; the

suggestions for improvement in literature came first - more literature - more varied, etc. Grammar appears in the second place. While only 4 consider it a subject that can be enjoyed more, 43 consider that it can be made more profitable. Written Composition meets with practically the same consideration. But the desire for "discussion" evidently affects the popularity of oral composition.

The items read in the following order:- Fifty-one (51) students suggest that the study of more literature would make the subject more enjoyable; 21 consider that it would make it more profitable; while 1 student held that English would be more enjoyable if there were less literature in the secondary school and one (1) holds that it would be more profitable to have less of the literature. Seventy-two (72) represents the total number who made a definite suggestion for actually studying more literature for both pleasure and profit. The total 402 represents all who made any suggestion of any kind, such as the kind of teacher, the kind of literature, the kind of grammar, etc; it does not represent the sum of any items taken here together. The same is true for the number 352- purely the count of students who made any suggestion whatsoever is here represented. The quoted comments (Pages 166-7) show the spontaneity, the shrewdness, and the variety in the suggestions.

Table 17.

Question IV - Suggestions from your point of view as to what would make secondary school English A. More enjoyable; B. More profitable.

Students

	Literature		Grammar		Rhetoric		Written		Oral	
	More	Less	More	Less	More	Less	More	Less	More	Less
Enjoyable	51	1	4	10	4	0	4	3	16	1
Profitable	21	1	43	6	12	3	28	7	28	1
Totals	72	2	47	16	16	3	32	10	44	2

Adults

Enjoyable	13	1	1	4			8	0	3	2
Profitable	5	2	6	2			10	0	4	2
Totals	18	3	7	6			18	0	7	4

Student		Adult
More Discussion	68	3
Teacher's Personality	65	23

B.

Order of Importance

Student		Adult
Literature	1	Personality
Discussion	2	Written Composition
Personality of Teacher	3	Literature
Oral Composition	4	Grammar
Grammar	5	Oral
Written Composition	6	
Rhetoric	7	Discussions (no mention)

The adult answer to the first point showed a variation from the student judgment.

52% had liked the subject best of the student group
26% " " " " " " " adult "

The same relative relationship exists, however, in both for the "least liked subject - 6%. In the "Indifferent group" the adults led with its 31%.

Table 18 "A" and "B" and "C" give the results of this question and the comparison between this and the student's answers.

Table 18.

Part A - Was English your best liked subject, least liked, or were you indifferent?

Best liked	- 26
Least "	- 6
Indifferent	- 31
(No reply)	- 36

Part B -

Factors in those who liked English	Best	Least	Indifferent
Personality -	11	1	9
Method -	6	1	17
Grammar -	3	2	16
Rhetoric -	2	2	3
Written Composition	15	0	3
Oral -	8	1	3

Part C -

Comparison of Adults and Students in items that affected the attitude of the group to the subject.

		Pers.	Meth.	Rhet.	Gram.	W. Comp.	Oral C.	Lit.
	Best							
52%	Students	32%	19	7	8	23	9	27
26%	Adults	11	6	2	3	15	8	7
	Least							
6%	Students	2	2	2	2	3	2	7
6%	Adults	1	1	2	2	0	1	1
	Indifferent							
44%	Students	16	18	7	11	10	10	9
31%	Adults	9	17	3	16	3	8	3

"Method" was closely allied as affecting students and adults in the evaluation of the study as "best" and "indifferent". It played a heavier part for students than adults when the subject was least liked.

It would seem that grammar teaching must have advanced since these adults were students for it plays a larger part in adult indifference and a smaller part in preference than it does among the students of today.

Written composition commands attention in the adult group - it may have been better teaching; it may have been experience that colored its value. That literature seems to have lost its hold is also seen here.

The item in Question II relating to literature proved the same situation of a heavy classical course. Shakespeare with Macbeth are mentioned most often; Ivanhoe and a Tale of Two Cities next. Less poetry was cited. No short stories, no prose fiction, no periodicals of any kind were mentioned. So much for those who were influenced in liking the subject best.

The items mentioned for those who liked the subject least were so scattering as not to make any kind of summary possible. Burke and Scott seemed to have been equally disliked.

Both reactions of students and adults to the question seem to indicate that the curriculum and its teaching might be made to serve the interest of the adolescent in both his present as well as his future activities to a far greater extent than it does.

Question III. Have any effects remained to govern choice of work, profession or further study.

Forty-six per cent held that English had influenced them in their choice of a career or in a continued interest in the subject.

	Students	Adults
Vocational Influence	33%	27%
Cultural Influence	28%	19%
Total	61%	46%

That approximately 50% still acknowledged a vital influence maintained by the subject is significant. Conversely, that 50% attribute no influence to the subject in even a cultural sense is equally important. Perhaps if "ideals" had here too been a point called for, the per cent of influence would have been greater.

Question IV suggestions for making study A. More enjoyable. B. More profitable.

The result of the adults' comments on this item has been referred to (Table 18 Part C)

The following quotations will give some of the views actually expressed.

Students:

On "Personality":

"Need of teachers who can cooperate, who can mix more with pupils,"
"We need teachers who are interested in us." (A boy).

"Get instructors who know the subject they teach."

"It would be more enjoyable if competent teachers were instructing. The teachers I had approved nothing of modern life. New blood is needed."

"Well educated young men are needed in the English classes."

"English would have been more enjoyable if the teacher and I could have understood one another."

"Get teachers who are regular fellows and not more pedagogues."

"Without any prejudice I can frankly say that our English teacher didn't care if we ever knew English or not an consequently I have never learned much about the language."

"I was inspired to go to college by my English teacher."

"Majoring in English due to English teacher."

"Grammar was uninteresting till a teacher taught us an interest in it."

"The personality of one strong teacher of English in my senior year in high school - inexperienced but scholarly and enthusiastic sent me on."

"Only teachers should teach English who feel enjoyment in it."

"Interesting teachers - not too fussy especially about right hand margins."

"Less insistence by teacher upon her viewpoint."

"Teacher's personality made English wonderful."

"Would that they had a sense of humor! "

"If it were given in a less cut and dry fashion."

"If I could have been excused from drill after I knew the subject."

"Better scholarship".

"More interest in us - not as if we were inanimate objects."

"Never a dull moment in my English class because of the teacher's personality."

"Women teachers have prejudices and give girls who are dumb good grades. This makes boys enjoy the subject less."

"English teachers need more humor and sympathy, they should not hold on so grimly to dry facts."

"If high school teachers would give her pupils a genuine love for reading instead of treating it as something to plough through."

"I have had English teachers so brilliant that they never came down to our level; I was discouraged rather than inspired."

"Present the plain ungarnished truth; leave out padding, present facts and fire the old maid school teacher!" (Of both sexes)?

"Have a few college professors in high school."

Various items.

"Read aloud good poetry."
"Make more intelligent assignments.
Everything seems to come at once in English.
Distribute classes in divisions A - B.
More time to English.
Make English more practical.
Subject is dreaded because few know how to use it.
Slower going for understanding -- not rush through.
Drill students early in grammar and not do a half job for four years.
Make it interesting!
Omit Burke!
Teach how to read.
Dramatization!
More of moderns! (Appears 38 times)
More understanding - less memory.
More variety in reading.
More literature of other lands.

In Composition:

More leeway.
More letter-writing of all kinds.
More originals allowed.
More related to experience.
Give English credit for a good theme in other subjects.
Don't teach it as if it were a mere collection of drills!

Reading:

Discuss the reading.
More poetry - essays - novels - biographies - short stories.
More pupil choice. Dramatize!
"Lay off the old classics!"
Remove Burke's speech with the colonies.
More oral reading in class.
More silent reading.
Don't end the reading with mere writing of name and author.
Allow for pupil opinion and don't force them to rehash the teacher's.

A few adult opinions:

Add a little humor to personality in class room.
Take student viewpoint.
Bring real life into the class.
Make careful selection of teachers for so personal a subject as English.

One adult sums up what might be considered the whole English field - from every angle.

"Stop using pedantic terms such as substantives, copulative verbs and substitute for those terms words used in ordinary conversation. There ought to be a study made to determine effective English for mechanically inclined students or for students who have similar choices. Why feed them the same material? 'Up from Slavery', 'Pete of the Steel Mills' are books which thrilled me upon entering a mechanical school. They stimulated my desire to succeed even as they do today. I have a passion for English of all kinds. (Although I lay my leaving school to being a failure in English (14 years old) today at -30 years old it is my greatest stimulus. Obviously there is something wrong with English in our high schools."

There followed a list of personal achievements that the writer claims were started by his reading matter, and ends with "your question is very pertinent to the current which affected my continuance of education in the public schools. It is for that reason I wrote so much."

The list of activities is here appended.

President of the High Schools in his city.
Educational delegate for Plumber's Union.
Layman preacher on Sundays.
Chairman of Vocational Education in his city.
Teacher in High School.
Forum leader for 50 men who meet on Sundays to discuss current events.
Radio and Parent Teacher speaker on Vocational Education.

If English sent this young man out of the schools, by his own confession it finally brought him back; it was English that conserved this type of citizen for his community. No higher word for the value of the subject in the training of character and citizenship

can be given for the place of the vernacular in the development of the youth of our land.

CONCLUSION

CONCLUSION.

The study undertook the consideration of supervision in the instruction of English in the secondary school. The findings have emphasized the growing importance of general supervision as a progressive force in the field of education. Special supervision, it has been found, has not yet been put upon a scientific basis; nor has it altogether and everywhere proved its worth in practice. But much of this has been due to the lack of training in technique; to a lack of understanding of the genuine purposes of supervision; to the chaotic conditions of educational practices generally. There has been no complete agreement of the dividing line between supervision and administration; there is a tendency toward overlapping, or over-supervision in some places as there is under-supervision in other systems. The exact place of the officialsmost closely related to the individual pupil and teacher - the principal and head of department - has not yet been clearly defined. But all the most serious charges formulated against the theory that the improvement of instruction calls for the supervision of that instruction in a scheme of vertical, unified authority, converges on the individual and his unscientific, or tactless procedures. It does not cumulatively show either a weakness in the philosophy of supervision, an impossibility in its organization, or ineffectiveness in its service.

The great field of education, it was found, was clogged with unscientific procedures, with curricula that are fashioned without a basic philosophy, and administered without the educational and professional knowledge either of subject matter or adolescent needs.

The findings of the reports from principals and heads of departments significantly show the inherent value attributed to

supervision when at its best. The replies from the student body as well as the adults, indicate that we are administering a curriculum in English to the adolescent which needs a vital revision to bring the student and his world of experience, thought and ideals, into more effective relationship for present and future living. This education that is to help the student to widen his experience, to get meaning out of it, to increase his "ability to direct the course of subsequent experience" must come in a very great degree from his English contacts.

The study finds that the students sensed this- that English is not a "closet" study. It should not be "a shadow that broods over school life." Instead, it should color the whole of life with radiance of the best that men have done, imagined, thought, seen, heard, or wished to the end that life for the adolescent in his most critical years may seem more clearly a joyous, glorious adventure. This, his literature should give him. Because of his training in expression, English should make him a clearer thinking individual; and because of both, a more human, sympathetic, understanding, helpful being in his home, at his work, and through his leisure hours. His judgment of final worths should become more sensitive by this experience of an enriched, vivid learning through a personality that is a guide and a friend.

The seriousness of education in a democracy which is hewing new paths in human progress; the seriousness of the adolescent who is soon to take his place in that democracy, the seriousness of a subject which has within its core the most vital issues for the growth of that adolescent in mind and spirit, in attitudes to life and a knowledge of that life, makes any next step important which lays claim to influencing that education. Super-

vision is found to be concerned so vitally with all of these principles that it is recognized by some as "the key note to the development and the maintenance of a school system."

Special supervision will avail itself of the best of these theories and practices. It will be a potent factor in conserving and vitalizing teacher and student energies through correlation of course and course, and articulation of school and school. Special supervision of English will bring to the individual teacher a sense of solidarity in her profession and a keener loyalty to its ideals. No supervision worthy the name contemplates such standardization as will result in loss of personality of the individual teacher. Nor will special supervision make such a blunder. The study considers from its findings that the type of supervision contemplated fosters the best in the individual teacher and others with an open mind and a friendly spirit. It is ready to evaluate justly, ably, discriminatingly; to commend generously, fully appreciating that in supervision as in all other life contacts- "the gift without the giver is bare."

This study, then, concludes with the finding that the English teacher of the secondary school would welcome supervision whose aim is intelligent, cooperative, democratic service. For English teachers at bottom look eagerly for whatever will make for the betterment of their subject since their teaching of English is imbued with the faith "that an illustrious tongue and just institutions are equal parts of national consciousness" leading beyond to international appreciations.

Finally, because of the greater opportunity for growth in this service of youth and in English in that service; because of the greater joy and wider vision in the possibility of

that service, this study bases its conclusion that the next vital step in the improvement of that service is the supervision of English in the secondary schools.

APPENDIX

Suggested Plan for the Supervision of Instruction

1. The Product

    1. Are individual results checked up in an efficient manner?
    2. Does product give new light on pupil's ability?
    3. Does individual pupil know how to correct his error?
    4. Is individual maximum effort recognized and commended?

II. Class Participation

    1. Is the class a social unit?
    2. Does class response reveal -
        a. Type of lesson procedure?
        b. Teacher mastery of technique and subject matter?
        c. An appeal to individual capacities?
        d. the establishment of right life attitudes -
            (1) Speech, posture
            (2) Cooperation, courtesy, industry, individual thinking
            (3) Courage in failure
            (4) Recognizing and speaking the truth.

III. The Setting of the Lesson

    1. Is the classroom equipped for efficient service?
    2. Does the environment contribute to the training of right emotions?

Mary C. Mellyn.

Self-Rating Sheet for Supervisors of Instruction

1. Training for the Supervision of Instruction.

   a. Have I the education of a man or woman of culture?
   b. Have I expert knowledge in my special field?
   c. Do I stand out as a skilled worker in this field? Do my contemporaries so regard me?

2. Knowledge of the Objectives of Supervision.

   a. To improve technique.
      Have I sufficient skill to improve teaching technique in the department or school under my charge?

   b. To organize curricula.
      Do I know educational aims and values so well, that I can encourage flexibility in method, and an enriched and varied curriculum adapted to pupils' needs.

   c. To train teachers.
      Am I professional enough to stimulate the growth of my associates, accord generous credit to their achievement, and give them the freedom which each individual needs for his development?

   d. To evaluate teaching power.
      Have I a plan by which I measure class room achievement?

3. Individual Traits of the Supervisor.

   1. Professional -

      a. Have I ability to formulate an educational policy for solution of problems in my department or school?

      b. Am I able to inspire my associates with confidence in my leadership?

      c. Am I able to work loyally and cooperatively with my associates and superiors?

      d. Am I able to put myself in another's place and get his viewpoint of my procedure? (The most important thing for successful supervision.)

e. Do I think and speak and act the truth?

f. Have I sufficient courage to stand for principle?

g. Have I an abiding sense of justice?

h. Am I able to adminster a department in the light of democratic ideals?

2. Social Qualities of the Supervisor.

a. Am I openminded and ready to receive suggestions?

b. Have I a sense of humor?

c. Are my speech and manners in accord with social demands?

d. Have I some community interest which will broaden my mental horizon?

e. Do I render a worthwhile and constantly constructive service?

Mary C. Mellyn.

(COPY)

Your request for an outline of the organization and supervision of English in the secondary schools is rather difficult to comply with, for our school system is high de-centralized and each school carries on its work as the administrators desire. In each of our junior high schools there is a chairman of the English department who leads the teachers in their work, but who is in a way a supervisor of instruction. The principals - that is, the principal and two vice-principals - take charge of the improvement of the technique in instruction. Generally one of the administrators who is particularly interested in the field of English takes that as his problem. In the senior high schools there is a head of department when the personnel numbers five teachers. The heads in each case carry out the work that the principal desires and supervises the work of instruction in his own way. Some never visit classes, but suggest methods through conference; others spend much time in direct supervision. The articulation between the elementary and secondary school is worked out rather indefinitely by those who build the course of study in the elementary course and in the junior high school.

My work is not supervisory except as I study the way in which the English curriculum improves the technique of instruction. That, of course, should be the result of a well-made curriculum, and it is my task to see that this comes to pass. I presume that some day there will be a supervisor of academic subjects for secondary schools. At present there is none in Los Angeles.

I can see that there might be material advantages in such a plan provided that person were wise enough to give constructive help at all times. It is not the best plan to have uniformity in every secondary school in any system, but here there are fifty-one such schools and pupils transfer constantly from one to another. This makes it necessary to have the work more or less uniform. The office which you mention could carry on that type of work very satisfactorily.

Mabel C. Herman, Research Assistant,
Los Angeles City Schools
Division of Psychology and Educational Research,
Los Angeles, California.

A. THE SUPERVISOR'S PLAN FOR THE TEACHER CONFERENCE

1. Activity----------2. Teacher----------3. Grade---------4. Date-------

Teaching Helps	Teaching Difficulty	Teaching Plan	Teaching Improvement	
			Sought	Achieved

"School Supervision in Theory & Practice"
by Ellsworth Collings -- p. 256.

B.

A List of the Actual Classroom Activities
(taken from Ambrose H. Perrin--Quoted by Ayer & Barr- p. 73.

ACTIVITY

Evaluate lesson observed
Suggest remedial measures
Check on previous suggestions
Check physical conditions
Instigate projects
Suggest devices
Teach
Examine plan books
Give standard grammar tests
Make personal appeal to pupils
Make special promotions
Give informal grammar tests
Leave written criticism for teacher
Confer with teacher
Make appointment with teacher
Decide on books and supplies
Revise and adjust course of study
Inspect pupils' work
Possible replies

Ambrose H. Perrin, "The Local Status and Activities of General Supervisors in City Schools," Elementary School Journal, Vol. 26, Jan. 1926, pp. 345-356.

Phoenix Self-Rating Card

Teacher_____Date_____

Subject_____Grade_____Period_____Room_____

Topic of the Lesson_____

I. ROUTINE FACTORS:

1. Physical condition of the room_____
2. Appearance and manner of the Teacher_____
3. Getting started_____
4. Taking roll_____
5. Handling of supplies and materials_____

II. PROFESSIONAL AND TECHNICAL FACTORS:

1. Definiteness and clearness in assignment_____
2. Definiteness and clearness of pirpose_____
3. Definiteness and clearness in presentation_____
4. Evidences of continuity in the development of an organized plan_____
5. Skill in questioning_____
6. Use made of pupils' contributions_____
7. Attention to individual needs_____
8. Attention and response of the class_____
9. Use of English_____
10. Voice _____

III. SOCIAL FACTORS:

1. Evidences of social organization and control_____
2. Relationship between pupils and teacher_____
3. General characteristics_____

IV. MISCELLANEOUS:

V. CONFERENCE:

Principal.

PART I---

A Study of Supervision of the Teaching of English in Secondary Schools.

I. The School - Type - and Location.

A. Name
B. City
C. State
D. Type of school
1. College preparatory ( ) 2. Commercial ( ),
3. Technical ( ) 4. Junior ( ) 5. Senior ( ).
E. As to sex.
1. Boys and Girls ( ). Approximate ratio ( ).
2. Boys only ( ) 3. Girls only ( ).
4. Total enrollment.

II. The supervision of English in your school.

A. Who does it?
1. The head of the department in your school? ( )
2. The principal? ( )
3. Supervisor of high school? ( )
4. Assistant superintendents? ( )
5. A subject supervisor of the city?
6. Any state supervisor?
7. Any state superintendent? ( )
8. Any other official? ( ) Please indicate.
B. Your purpose in supervision.
1. To improve the teaching practices? ( )
2. To improve the learning process? ( )
3. To rate the teacher? ( )
C. Your objective evidence for evaluating supervision.
1. Have you any evidence that supervision has improved:
a. The teaching process? ( )
b. The morale of your school? ( )
c. Pupil interests in the subject of English? ( )
d. In the study habits of pupils?
e. In teacher interests in
(1) Professional courses? ( )
(2) Cultural courses? ( )
2. Have you any objective evidence that supervision has lessened the number of pupil failures? ( )

III. If you have a head of the department- how is he or she appointed?

A. Is it by recommendation:
1. Of the Principal ( ) 2. Of the superintendent( )
B. Is it by examination? ( )
C. Is it based on a rating scheme which included
1. Examination ( )
2. Teaching experience ( )
3. Executive experience ( )
4. Academic training ( )
5. Professional training ( )
D. If there is any other system used- please indicate.

PLEASE NOTE:

Any suggestion or comment from your point of view that will improve the teaching of English through supervision not herein contained will be most gratefully received.

Head of Dept.
Part II.

A Study of the Supervision of the Teaching of English in the Secondary Schools

Name:----------
Official Title.....

N.B. PLEASE CHECK (X) for "YES" wherever possible.

I. The relationship of the Head of the Department.
A. To the principal.

1. Do the heads of departments form an advisory council? YES ---------- NO--------
2. Do you help in outlining the course of study for pupils
a. Preparing for college? -----
b. Taking commercial courses?------
c. Taking industrial work?-------
3. Do you help in organizing the curricula in English? -----

B. Any relationship to a State supervisor?----
C. To a city-wide supervisor?-----
D. To any other supervising official?-----Please indicate.

II. Relationship to your department.
A. Do you have departmental group meetings? --------
B. How often do you meet?--------
C. Do you conduct any departmental projects?
N.B. If you do, will you be good enough to indicate their nature in the briefest possible form?--back of this page will do.
D. Do you conduct any research problems?----
(As above note)

III. The individual classroom visitation.
A. Number of visits per year ( ) per month ( ) per week ( ) per semester ( ).
B. Kind of visit.
Expected ( ) Unexpected ( ) Varied ( )
Approximate ration ( )
C. Length of visit.
Whole period ( ). Part of Period ( )
Approximate ratio? ( )
D. Purpose of visit.
1. For observation of teaching? ( ) 2. For rating of teaching ( ). If a standard scale please name scale --------
3. By personal impression? ( )
4. For any other purpose e.g. observation of problem ( )
E. Following up the visitation.
1. Do you follow up visit by(a)conference with the new teacher? ( )(b.) With every teacher ( ) ?.
2. Do you take the initiative in getting this conference? ( )
3. Do you wait for the teacher to discuss the visit with you? ( )
4. Is your conference private? ( ) Is it in the

III. cont'd.

4. presence of the principal?( ) In the presence of any other ( )?
5. Do you explain your rating of teacher to her? ( )

F. Relation of Supervision to teaching process.
1. Have you any evidence that supervision has raised standard of teaching? ( )
2. Have you any evidence that it has decreased the number of failures? ( )
3. Have you any evidence that it has bettered the morale of the department? ( )
4. Have you any evidence that it has strengthened the pupils' interest in English courses? ( )

IV. PLEASE check any or all of the following items that come under the scope of your supervision.

A. Do you give any demonstration lessons? ( )
B. Do you represent the department at:
1. City-wide council meetings? ( ) 2. At state wide meetings ( ) 3. At Inter-state meetings? ( )
C. Do you advise in making teacher appointments:
1. To the school ( ) 2. To program assignments in the school ( )
D. Do you bring to your department
1. Reports of general educational material? ( )
2. Of professional interests? ( )
3. Reports of conferences ( )
E. Do you use tests and measurements?
1. If so, please name any standard tests used.
2. Do you use the results? ( )
F. Do you counsel teachers.
1. Along professional lines? ( )
2. " cultural lines ( )
G. Do you ever ask for constructive criticism of the work of your department
1. From teachers? ( )
2. From the principal? ( )

PLEASE NOTE:

Any suggestion or comment will improve the teaching of English through supervision - not herein contained will be most gratefully received.

Principal.

PART I---

A Study of Supervision of the Teaching of English in Secondary Schools.

I. The School - Type - and Location.

A. Name Shortridge
B. City Indianapolis
C. State Indiana
D. Type of school
1. College preparatory (✓) 2. Commercial (✓)
3. Technical ( ) 4. Junior ( ) 5. Senior (✓).
E. As to sex.
1. Boys and Girls (✓). Approximate ratio ( ). Boys 40 % Girls 60 %
2. Boys only ( ) 3. Girls only ( ).
4. Total enrollment. 2550

II. The supervision of English in your school.

A. Who does it?
1. The head of the department in your school? (✓)
2. The principal? ( )
3. Supervisor of high school? ( )
4. Assistant superintendents? ( )
5. A subject supervisor of the city?
6. Any state supervisor?
7. Any state superintendent? ( )
8. Any other official? ( ) Please indicate.

B. Your purpose in supervision.
1. To improve the teaching practices? (✓)
2. To improve the learning process? (✓)
3. To rate the teacher? (✓)

C. Your objective evidence for evaluating supervision.
1. Have you any evidence that supervision has improved:
a. The teaching process? (✓)
b. The morale of your school? (✓)
c. Pupil interests in the subject of English? ( )
d. In the study habits of pupils?
e. In teacher interests in
(1) Professional courses? (✓)
(2) Cultural courses? (✓)
2. Have you any objective evidence that supervision has lessened the number of pupil failures? ( )

III. If you have a head of the department- how is he or she appointed?

A. Is it by recommendation:
1. Of the Principal (✓) 2. Of the superintendent( )
B. Is it by examination? ( )
C. Is it based on a rating scheme which included
1. Examination ( )
2. Teaching experience ( )
3. Executive experience ( )
4. Academic training ( )
5. Professional training ( )
D. If there is any other system used- please indicate.

PLEASE NOTE:

Any suggestion or comment from your point of view that will improve the teaching of English through supervision not herein contained will be most gratefully received.

(Over)

Every department in our school has a head. I should be unwilling to manage a high school of any size without department heads. In my school the department heads and vice-principal form my cabinet. We hold regular meetings each Tuesday morning in which general school policies are discussed. I get a tremendous amount of help in every way from my department heads.

Head of Dept.
Part II.

Paterson N.J. Central High

A Study of the Supervision of the Teaching of English in the Secondary Schools

Name: Thomas P. Kyle
Official Title.... Head of the English Department

N.B. PLEASE CHECK (X) for "YES" wherever possible.

I. The relationship of the Head of the Department.
   A. To the principal.
      1. Do the heads of departments form an advisory council? YES ----X----- NO--------
      2. Do you help in outlining the course of study for pupils X.
         a. Preparing for college? -----
         b. Taking commercial courses?--no.-
         c. Taking industrial work?-----no.
      3. Do you help in organizing the curricula in English? --X--
   B. Any relationship to a State supervisor?--X
   C. To a city-wide supervisor?---X-
   D. To any other supervising official?-----Please indicate.

II. Relationship to your department.
   A. Do you have departmental group meetings? --X-----
   B. How often do you meet?----once a month or more often.
   C. Do you conduct any departmental projects? X
   N.B. If you do, will you be good enough to indicate their nature in the briefest possible form?--back of this page will do.
   D. Do you conduct any research problems?-X-
      (As above note)

III. The individual classroom visitation.
   A. Number of visits per year ( ) per month ( ) per week ( ) per semester ( ).
   B. Kind of visit.
      Expected (X) Unexpected (X) Varied (X)
      Approximate ration ( )
   C. Length of visit. both.
      Whole period (X). Part of Period (X)
      Approximate ratio? ( )
   D. Purpose of visit.
      1. For observation of teaching? (X) 2. For rating of teaching (X). If a standard scale please name scale --------
      3. By personal impression? (X)
      4. For any other purpose e.g. observation of problem (X)
   E. Following up the visitation.
      1. Do you follow up visit by(a)conference with the new teacher? (X)(b.) With every teacher (X) ?.
      2. Do you take the initiative in getting this conference? (X)
      3. Do you wait for the teacher to discuss the visit with you? ( ) sometimes with experienced teachers
      4. Is your conference private? (X) Is it in the

II

C. The English department in this school has worked out projects in the teaching of Grammar, in the teaching of rhetoric, and in the teaching of literature.

We have found the following helpful both to the new teacher and to the progress of the English work.

When a new teacher comes to us the Head of the English Department gives her in charge of an experienced teacher who acts as her guide. This teacher oversees the lesson plans, test questions, assignments, etc. of the new teacher. Then, she takes the new teacher to the rooms of efficient teachers who are teaching the same grade of work assigned to the new teacher. Furthermore, the guide discusses with the new teacher, the aims of the English Department and the methods suggested for attaining these.

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Paterson
N.J.

III. cont'd.

4. presence of the principal? (no) In the presence of any other (no)?
5. Do you explain your rating of teacher to her? ( ) Yes, if requested

F. Relation of Supervision to teaching process.
1. Have you any evidence that supervision has raised standard of teaching? (X)
2. Have you any evidence that it has decreased the numer of failures? (X)
3. Have you any evidence that it has bettered the morale of the department? (X)
4. Have you any evidence that it has strengthened the pupils' interest in English courses ? ( )

IV. PLEASE check any or all of the following items that come under the scope of your supervision.

A. Do you give any demonstration lessons? (X)
B. Do you represent the department at:
1. City-wide council meetings? (X) 2. At state wide meetings((no) 3. At Inter-state meetings ? (no)
C. Do you advise in making teacher appointments:
1. To the school (no) 2. To program assignments in the school (X)
D. Do you bring to your department
1. Reports of general educational material? (X)
2. Of professional interests? (X)
3. Reports of conferences ( )
E. Do you use tests and measurements?
1. If so, please name any standard tests used.
2. Do you use the results? (X)
F. Do you counsel teachers.
1. Along professional lines? (X)
2. " cultural lines ( )
G. Do you ever ask for constructive criticism of the work of your department
1. From teachers ? (X)
2. From the principal? (X)

PLEASE NOTE:

Any suggestion or comment will improve the teaching of English through supervision - not herein contained will be most gratefully received.

ENGLISH QUESTIONNAIRE.

Name:
School:
Class:

Please check (X) for "Yes"

1. When you were in high school was English
   A. The subject you liked the best? ( )
   B. The subject you liked the least? ( )
   C. A subject to which you were indifferent? ( )

II. Can you assign any reason for your attitude, such as
   A. The teacher's personality ( )
   B. The method of teaching ( )
   C. The subject matter of English, such as
      1. Grammar ( ) 2. Rhetoric ( )
         3. Composition. Oral ( ) Written ( )
         4. Choice of Literature studied ( )
            N.B. If possible, please name specific works.

III. Have any effects of your attitude remained with you to the extent of governing your choice of
   A. Work ( )
   B. Profession ( )
   C. Further Study ( ) N.B. Comment briefly, please.

IV. Have you any suggestions from your point of view as to what would make secondary school English
   A. More enjoyable.

   B. More profitable.

ENGLISH QUESTIONNAIRE

Name: Augusta M. Nichols
School: School of Ed.
Class: 1929

Berlin High School, Berlin, N.H. 1913

Please check (X) for "Yes"

I. When you were in high school was English
   A. The subject you liked the best? ( )
   B. The subject you liked the least? ( )
   C. A subject to which you were indifferent? (X)

II. Can you assign any reason for your attitude, such as:
   A. The teacher's personality (X)
   B. The method of teaching (X)
   C. The subject matter of English, such as
      1. Grammar ( ) 2. Rhetoric ( ) 3. Composition
         Oral ( ) Written( )
      4. Choice of Literature studied( ) N.B. If possible please name specific works

Particularly { Burke's Speech on Conciliation
Essay on Addison
(Committee outlines)

III. Have any effects of your attitude remained with you to the extent of governing your choice of
   A. Work ( )
   B. Profession ( )
   C. Further Study (X) N.B. Comment briefly, please.

English has frightened me.

IV. Have you any suggestions from your point of view as to what would make secondary school English
   A. More enjoyable

More socialized work.

   B. More profitable.

More worth while work and more vital work.

ENGLISH QUESTIONNAIRE

Name: John S. Hofferty Jr
School: Boston University C. L. A.
Class: Class of 1924

Please check (X) for "Yes"

I. When you were in high school was English
   A. The subject you liked the best? (X)
   B. The subject you liked the least? ( )
   C. A subject to which you were indifferent? ( )

II. Can you assign any reason for your attitude, such as:
   A. The teacher's personality (X)
   B. The method of teaching ( )
   C. The subject matter of English, such as
      1. Grammar ( ) 2. Rhetoric ( ) 3. Composition Oral ( ) Written (X)
      4. Choice of Literature studied ( ) N.B. If possible please name Specific works

III. Have any effects of your attitude remained with you to the extent of governing your choice of
   A. Work ( )
   B. Profession ( )
   C. Further Study (X) N.B. Comment briefly, please.

The effects of my attitude toward English in High School has governed my choice of English for my major subject in college

IV. Have you any suggestions from your point of view as to what would make secondary school English
   A. More enjoyable The revision of the outside reading list to include ~~more~~ ~~boo~~ works by contemporary authors so as to put the students more in touch with the attributes of modern literature and drama
   B. More profitable.

Make class discussion more of a free for all and emphasize literature more strenuously.

[illegible]

ENGLISH QUESTIONNAIRE

Name: Kenneth D. Frew
School: School of Ed
Class: Senior

Please check (X) for "Yes"

I. When you were in high school was English
   A. The subject you liked the best? ( )
   B. The subject you liked the least? ( )
   C. A subject to which you were indifferent? (✓)

II. Can you assign any reason for your attitude, such as:
   A. The teacher's personality (✓)
   B. The method of teaching ( )
   C. The subject matter of English, such as
      1. Grammar 2. Rhetoric 3. Composition
         Oral ( ) Written( )
      4. Choice of Literature studied( ) N.B. If possible please name Specific works

Teacher in Comp insisted that I follow her style of writing instead of allowing one to write naturally. O.K. but she lacked imagination

III. Have any effects of your attitude remained with you to the extent of governing your choice of
   A. Work ( )
   B. Profession ( )
   C. Further Study ( ) N.B. Comment briefly, please.

No prefer English next to my special subject

IV. Have you any suggestions from your point of view as to what would make secondary school English
   A. More enjoyable

Do not ask the evaluating question "why" every time you read. Allow more time for browsing. More variety. books more modern first. Get at the point the student is and lead back to the classics instead of forcing classics on. Develop the taste then give a meal.

Less reporting more reading.

   B. More profitable.

ENGLISH QUESTIONNAIRE

Name: Paul Sheridan
School: Buyer
Class: Merchandising

Please check (X) for "Yes"

I. When you were in high school was English
   A. The subject you liked the best? ( )
   B. The subject you liked the least? (X)
   C. A subject to which you were indifferent? ( )

II. Can you assign any reason for your attitude, such as:
   A. The teacher's personality ( )
   B. The method of teaching (X)
   C. The subject matter of English, such as
      1. Grammar 2. Rhetoric 3. Composition
         Oral ( ) Written( )
      4. Choice of Literature studied( ) N.B. If possible please name Specific works

Shakespeare preferred.

III. Have any effects of your attitude remained with you to the extent of governing your choice of
   A. Work (No)
   B. Profession ( )
   C. Further Study (X) N.B. Comment briefly, please.

Nine years of Night School made me appreciate what I had missed

IV. Have you any suggestions from your point of view as to what would make secondary school English
   A. More enjoyable

More composition and less reading of dull literature

   B. More profitable.

Give students an opportunity to delve into more of the classic literature ~ works of the older masters

Principals Cooperating in the Questionaire

Arizona
- Phoenix

Arkansas
- Hot Springs
- Little Rock (2)

California
- Berkeley
- Los Angeles
- Oakland
- San Jose

Colorado
- Boulder
- Denver (2)
- Greeley
- Pueblo

Connecticut
- Hartford (2)
- South Manchester

Delaware
- Wilmington

District of Columbia
- Washington

Florida
- Baker

Illinois
- Bloomington
- Chicago (3)
- Chicago Heights
- Decatur
- Pontiac

Indiana
- Indianapolis
- Kendallville
- South Bend
- Terre Haute

Iowa
- Boone
- Sioux City

Kansas
- Kansas City

Kentucky
- Louisville

Louisiana
- Shreveport

Maine
- Lewiston
- Portland

Maryland
- Baltimore (2)

Massachusetts
- Beverly
- Brookline
- Gloucester
- Haverhill
- Holyoke
- Medford
- Milton
- Quincy
- Taunton
- Wakefield
- Waltham
- Wellesley
- Worcester

Michigan
- Ann Harbor

Minnesota
- Minneapolis

Missouri
- Saint Louis

Nebraska
- Omaha

New Hampshire
- Portsmouth

New Jersey
- Newark
- Jersey City
- Patterson

New York
- Batavia
- New York City (2)
- Rochester

North Carolina
- Charlotte

Ohio
- Cleveland (4)
- Dayton

Principals Cooperating in the Questionaire (continued)

Ohio
- Cincinnati

Oregon
- Portland (3)

Pennsylvania
- Harrisburg
- Philadelphia (3)
- Pittsburg (2)

Rhode Island
- Cranston

South Dakota
- Madison
- Sioux Falls

Tennessee
- Chattanooga
- Knoxville

Texas
- Dallas
- Galveston

Utah
- Brigham
- Salt Lake City

Virginia
- Bridgewater
- Newport News

Washington
- Seattle

Wisconsin
- Milwaukee (3)
- Waukesha

Wyoming
- Rock Springs

Territory

Hawaii
- Honolulu

Heads of Departments Cooperating in the Questionaire

Arizona
- Phoenix

Arkansas
- Little Rock

California
- Berkeley
- Los Angeles
- Oakland
- San Jose

Colorado
- Boulder
- Denver (2)
- Greeley
- Pueblo

Connecticut
- Hartford (2)
- South Manchester

Delaware
- Wilmington

District of Columbia
- Washington

Illinois
- Chicago (3)
- Chicago Heights

Indiana
- Indianapolis
- Kendallville
- South Bend
- Terre Haute

Iowa
- Boone
- Sioux City

Louisiana
- Shreveport

Maine
- Portland

Maryland
- Baltimore

Massachusetts
- Beverly
- Brookline
- Gloucester
- Haverhill

Massachusetts
- Holyoke
- Milton
- Quincy
- Somerville
- Taunton
- Wakefield
- Waltham
- Wellesley

Michigan
- Ann Arbor

Minnesota
- Minneapolis

Misspuri
- Saint Louis

Nebraska
- Omaha

New Hampshire
- Portsmouth

New Jersey
- Camden
- Jersey City
- Newark
- Patterson (2)

New York
- Batavia
- New York City (2)

North Carolina
- Charlotte

Ohio
- Cleveland (5)

Oregon
- Portland (3)

Pennsylvania
- Philadelphia (3)
- Pittsburg

Rhode Island
- Cranston

South Dakota
- Sioux Falls

Tennessee
- Chattanooga
- Knoxville

Heads of Departments Cooperating in the Questionaire (cont'd)

Texas
- Dallas
- Galveston

Utah
- Brigham
- Salt Lake City

Virginia
- Newport News

Washington
- Seattle

Wisconsin
- Milwaukee (2)
- Waukesha

Wyoming
- Rock Springs

Senior Teacher

New York
- Rochester

Territory

Hawaii
- Honolulu

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Eightheenth Year Book. Part II.

Twenty-fourth Year Book. Part I.

Of the National Society for the Study of Education. Bloomington, Ill: Public School Publishing Co.

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